



Mastering the Message

Performance Assessment Activities for
Understanding Media

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Endorsed by the Canadian Daily Newspaper Association

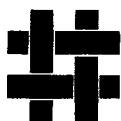
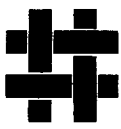


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Why Newspaper in Education Week?

Newspaper in Education Week is a project jointly sponsored by the International Reading Association, the National Council for the Social Studies, and the Newspaper Association of America Foundation; it is held each year usually during the first week of March. Newspaper in Education Week involves councils affiliated with the International Reading Association and the National Council for the Social Studies, schools and newspapers across the United States and in other countries throughout the world. By using the newspaper in direct application or extensions of the learning process, the program aims to reinforce a positive and relevant lifetime reading habit. The NIE Week program is designed not to replace but to complement the outstanding work done throughout the year by educators and NIE coordinators in the United States and Canada.

Newspaper in Education Week shows that

- through the use of the newspaper, students can become better informed and consequently better citizens.
- newspapers demonstrate practical applications of skills and concepts presented in the school curriculum at all levels.
- newspapers update the information contained in textbooks.
- newspapers are fun to read, and fun motivates learning.
- by using the newspaper, teachers have the chance to explore some teaching approaches and resources that they may not have tried previously.

These points provide a solid basic foundation for Newspaper in Education Week. This project is devoted to enhancing the skills and content learned in the classroom through using the newspaper as part of the school's instructional program.

Children do not simply begin to read the newspaper on their own. They need models—parents and teachers who are excited about reading and who share with others what they have read. Parents who are more than a face behind the daily newspaper and teachers who use the newspaper as a means of enhancing the broad scope of learning show children just how important newspapers can be. If the goals of NIE Week are even partially met, the many worlds of the newspaper will open to thousands of students. These youngsters will step into tomorrow more adequately prepared to meet the challenges of our ever-changing society.

The Role of the Newspaper Association of America Foundation in NIE Week

The Newspaper Association of America represents more than 1,500 U. S. and Canadian daily and weekly newspapers, accounting for more than 85 percent of the daily newspaper circulation in the United States as well as considerable circulation in Canada and in other countries around the world. The NAA Foundation encourages the advancement of informed and intelligent media use by all citizens, especially young people; to encourage them to value a people's right to know and their right to a free and unfettered press.

America's newspaper people care deeply about children—about their future as citizens and as newspaper readers. Newspaper people know that the business they work in and the society they live in will remain healthy only if today's youngsters learn to read, think and be curious about what's going on in the world around them. More than 700 newspapers across the United States and Canada sponsor Newspaper in Education programs. To find out more about NIE, call your local newspaper.

The NAA Foundation is dedicated to developing tomorrow's readers by encouraging them to acquire and value information from newspapers and other media. The NAA Foundation has been working with newspapers and educators methodically building a bold program that is having an impact on youngsters' reading skills. The Newspaper in Education program brings daily newspapers into schools to help teach subjects from grammar to geography, from social studies to science.

The NIE program is a logical marriage of the local school system and the local newspaper—two institutions working together to stimulate youngsters to learn to read and to become lifelong readers.

The Role of the International Reading Association in NIE Week

The International Reading Association is a professional organization of approximately 93,000 members, from all areas of the education community, with programs and networks that are international in scope. The Association's purposes are to improve the quality of reading instruction, to increase the level of literacy, and to encourage a lifetime reading habit. The Association's goal of worldwide literacy goes beyond the fundamental ability and freedom to read to include critical judgment of content and the enjoyment of reading.

It is with these goals in mind that the International Reading Association welcomes the opportunity to cooperate with the Newspaper Association of America Foundation and the National Council for the Social Studies to develop this teacher's guide for newspapers. There is no more practical way to enhance readers' ability for critical thinking than through a medium that so closely affects their daily lives.

The Association applauds efforts such as this Newspaper in Education curriculum guide and encourages its members to enrich their reading instruction by applying it within their own scholastic framework.

The Role of the National Council for the Social Studies in NIE Week

The National Council for the Social Studies is pleased to join with the International Reading Association and the Newspaper Association of America Foundation to sponsor NIE Week.

Social studies teachers rely on newspapers in many ways. Newspapers provide up-to-date information on important news events around the world. Newspapers can be used to follow an event over time, providing a chance for readers to reflect on personalities and happenings. Although radio and television news tell us that events have occurred, only newspapers allow us to read about them immediately and in depth.

The reading and writing skills so important to a student's education can all be taught using the newspaper. We urge social studies teachers to take advantage of the newspaper as a teaching tool.

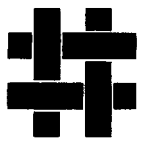
Sources of Information about NIE Week

The sponsoring organizations will be pleased to provide more information about Newspaper in Education programs.

International Reading Association
800 Barksdale Road, P.O. Box 8139
Newark, DE 19714-8139, USA
Telephone: 302-731-1600

National Council for the Social Studies
3501 Newark Street N.W.
Washington, DC 20061, USA
Telephone: 202-966-7840

Newspaper Association of America Foundation
The Newspaper Center
11600 Sunrise Valley Drive
Reston, VA 22091, USA
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How to Use *Mastering the Message*

Mastering the Message is designed to help students gain control of media messages by analyzing them and then using what they learn to create messages of their own. It is not easy to weave meaning from the vast array of information we all encounter every day. It takes time to study the way messages are delivered, examine the techniques used and synthesize content and strategies. The organization of *Mastering the Message* is outlined below.

Teacher Background Information

- **Performance Assessment & Rubrics: An Overview** discusses different ways learning can be assessed and how rubrics are used to evaluate learning.
- **Developing a Rubric** provides a step-by-step procedure for teachers to develop their own rubrics. Model rubrics are provided with each lesson in the guide.
- **Analysis of *Mastering the Message*** shows five concepts that govern an individual's understanding of media messages and identifies which concepts are exemplified in each lesson.
- **Activities and the National Council for the Social Studies Standards** lists the ten standards areas identified by NCSS and identifies which standards are exemplified in each lesson.
- **Persuasive Speech: From Products to Politics** provides a model for analyzing persuasive media messages based in an intensify/downplay paradigm.

Instructional Activities

- **Constructing the News** focuses on the gathering, selection and presentation of news and other media messages. Lessons also direct students to examine the way they are represented in the media and to compare mainstream news and tabloid news.
- **Public Relations** shows students how public relations messages are created and promoted. Lessons include discussion of public relations, emphasizing positives and downplaying negatives.
- **Public & Political Issues** concentrates on the images projected in media messages with special emphasis on political candidates and language.

Lesson Format

The lessons in *Mastering the Message* can be used as part of a larger study of media. They may be used alone or as a complement to an earlier media guide, *Messages & Meaning*. Most lessons are designed to be used over several days or weeks. Many lessons involve electronic media, so teachers should plan to record audio and video programs ahead of time. Each lesson contains several parts:

- **To the Teacher** includes a brief overview of the topic, background information and discussion points that introduce the topic to students.
- **Content & Process Study** activities provide students with steps to analyze and discuss the topic.
- **Assessment Activity** is a synthesis activity where students use the knowledge they have gained to create or develop a media message.
- **Rubric** provides a set of criteria for evaluating the Assessment Activity. The rubrics provided here are suggestions. Teachers may develop rubrics that better match the goals of their own programs.



What is performance assessment?

Performance assessment provides alternative ways to evaluate student learning. Assessment activities go beyond having students recognize or select correct answers or isolated facts in a testing situation. They require students to address complex questions within a meaningful context and make connections between classroom learning and aspects of their own lives. There is a continuum of activities in performance assessment, from student-constructed responses to open-ended questions to demonstrations or collections of student work, including essays, portfolios, debates, group discussions, simulations and creative projects.

Assessment activities may include

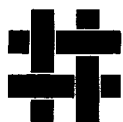
- student responses — fill in a blank, solve a math problem, write a short answer, make a diagram
- essays — describe, analyze, summarize
- oral discourse — oral interviews, foreign languages, audio- and video-tape performances
- exhibition — demonstrations, live performances, competitions between individuals or groups, collaborative group projects
- portfolios — collections of work over time, self-evaluation

What is a rubric?

A rubric is a set of criteria that describe student performance at different levels of proficiency. A rubric may involve a simple checklist or more complex categories of specific descriptors.

Why use rubrics?

Rubrics outline teacher expectations and standards. Students know how they will be evaluated before they begin projects. Rubrics help students understand the meaning behind a grade and what to do to improve their performance. Rubrics also help teachers score work more accurately and fairly.



Developing a Rubric

Define the performance based activity:

1. Begin with a clearly defined outcome.
Identify the activity. What task will students be expected to perform — write an editorial? develop a classroom television news program? design a public service message for print or electronic media?
2. Determine the criteria of the outcome.
What does this outcome look like when it has been achieved? What are some characteristics or traits associated with this outcome? What do students need to know and be able to do to achieve this outcome.
3. Describe the criteria at the expected level of achievement. This is your standard.

Develop the rubric:

4. Decide if the rubric is task-specific, trait-specific or generic. Make it as authentic and generalizable beyond the classroom as possible. Use an odd number of levels to judge balance of a skill or an attitude. Use an even number of levels to mark the point where a skill must be consistently shown to be judged adequate.
5. Establish a scoring continuum or grading scale using letters, numbers or terms, usually between four and six points.
6. Decide which score or grade will represent the standard. The standard is the target behavior.
7. Provide the descriptors for the remaining scores/grades. Have at least one level above the standard and two levels below it to show students what is next in the skills/attitude beyond just competency. You may include a “non-scorable” level, a level at which the performance is not sufficient to be evaluated. At the non-scorable level, the student would have to redo the activity and submit it again for assessment.

Example:

Level 4	Expert level
Level 3	Proficient characteristic (Standard)
Level 2	Beginner characteristic
Level 1	Novice characteristic
Level NS	“Non-scorable” characteristic

Validate the rubric:

8. Assess a sample of students using the rubric and several scorers.
9. Independently choose anchor performances — examples of performances which reflect each of the scores on the rubric. Have scorers compare and contrast their selections. Repeat this process to determine reliability over time and across scorers.
10. Adjust instructional practices to ensure that all students have the opportunity to achieve the standard.



Mastering the Message and Media Concepts

The activities in *Messages & Meaning* were designed around the five conceptual principles of media literacy used in this curriculum guide. Many activities fit in more than one category. The chart below lists each activity and identifies the main principle it illustrates.

Units and Activities	All messages are constructions	Messages are representations of social reality	Individuals construct meaning from messages	Messages have economic, social and aesthetic purposes	Each form of communication has unique characteristics
Constructing the News					
1. What Makes the News?	✓				
2. How Well Does Media Address Youth?		✓			
3. Advertising				✓	
4. Tabloid Journalism	✓				
Public Relations					
5. Creating a Press Release					✓
6. Examining Images				✓	
7. Spinning Away	✓				
8. Developing a Public Relations Campaign				✓	
Public & Political Issues					
9. The Media and Role Models		✓			
10. Political Ads: Analyzing Issues			✓		
11. Covering the Candidates	✓				
12. Talk Shows and Public Issues					✓

1. All messages are constructions

Media messages are created by individuals. Message creators decide which words or images to use, how to organize them and how to present their completed message to readers or viewers. Each medium serves as a filter for information.

2. Messages are representations of social reality

Social reality refers to the perceptions about the contemporary world that are shared by individuals — their picture of the world around them. That reality is unique to specific historic time periods and different parts of the world. Newspapers, books, magazines and films of earlier times provide a picture of the social reality of those times and places.

3. Individuals construct meaning from messages

Individuals do not interpret the same message in the same way. Each individual's understanding is affected by prior knowledge of the subject, prior experience with the structure of the message and consideration of the context in which the message is presented.

4. Messages have economic, political, social and aesthetic purposes

People create messages for many reasons. Business messages encourage people to invest or make purchases. Political messages try to persuade voters to support specific issues or candidates. Social messages hope to convince individuals to behave in certain ways. Artists' messages elicit emotional responses from viewers.

Skilled information consumers who are able to recognize the creator's purpose in constructing a message can better understand the context of the message, determine its validity and judge its usefulness in their lives.

5. Each form of communication has unique characteristics

Each message medium has its own characteristics, structure and formats. A news story and a play may cover the same event, but the news story presents information in a concise, straightforward way while a play uses dialogue, scene changes and other dramatic devices. By recognizing the strengths, weaknesses and constraints of various media forms, individuals can better interpret media messages.



Activities and National Council for the Social Studies Standards

Units and Activities	Culture	Time, Continuity, Change	People, Places, and Environments	Individual Development and Identity	Individuals, Groups and Institutions	Power, Authority, and Governance	Production, Distribution, and Consumption	Science, Technology, and Society	Global Connections	Civic Ideas and Practices
Constructing the News										
1. What Makes the News?	✓	✓		✓						✓
2. How Well Does Media Address Youth?	✓			✓						
3. Advertising	✓						✓			
4. Tabloid Journalism	✓									
Public Relations										
5. Creating a Press Release	✓	✓		✓			✓			
6. Examining Images	✓									
7. Spinning Away	✓	✓				✓				
8. Developing a Public Relations Campaign		✓		✓		✓				✓
Public & Political Issues										
9. The Media and Role Models				✓						
10. Political Ads: Analyzing Issues				✓		✓		✓		✓
11. Covering the Candidates				✓		✓				✓
12. Talk Shows and Public Issues	✓	✓		✓		✓		✓		✓

National Council for the Social Studies Standards Areas

Culture - common characteristics of different cultures, belief systems, religion, political ideals

Time, Continuity, Change — historical roots, historical perspectives, potential future changes

People, Places, Environments — spatial views, geographic perspectives, regions, landforms

Individual Development and Identity — how people learn, grow, meet their basic needs.

Individuals, Groups and Institutions — roles of groups in society, such as schools, churches,

families, government agencies; role of individual in group

Power, Authority, and Governance — historical governments; rights of individuals

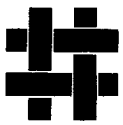
Production, Distribution, and Consumption — production, distribution and allocation of goods and services

Science, Technology, and Society — managing technology, preserving fundamental values

Global Connections — connections among world societies, tensions between national interests and global priorities

Civic Ideals and Practices — meaning of citizenship, role of the citizen local, nationally and internationally.

***Note:** Standards other than those identified on this chart may be addressed depending upon the assessment activities students select.



Persuasive Speech: From Products to Politics

The intensify/downplay pattern is useful to analyze communication, persuasion and propaganda. All people intensify the message they want to communicate and downplay any negative aspects about their products, candidates or political party. People emphasize the benefits they can provide consumers and voters.

INTENSIFY THE “GOOD”

TECHNIQUES

Repetition

People are comfortable with the known and the familiar. Repetition of slogans makes people remember the product or person.

Association

Persuaders link a product or idea with something that is already loved or desired, or hated or feared, by the audience. Associations are determined by surveys and polls.

Composition

Patterns and arrangements use design, sequence and proportion to add to the force of words and images.

PRODUCTS & SERVICES

- brand names, logos, trademarks on ads, clothing and promotional items
- slogans, songs, music, jingles
- stock characters, spokespersons
- frequent air play on television/radio
- frequent placement in print media
- intense and wide presentation — ads in print and electronic media

- basic needs: food, activity, sex, security
- positive associations with outside approval, popularity, romance, the “best people” religion
- negative associations with problems, danger, pain
- associations include links with authority figures (scientists, parents) or friendly figures and personalities (people you’d like as friends, cartoon characters, animals), testimonials
- bandwagon, the majority

- attention-getting words and devices
- confidence-building techniques: images, brand names, voice tones, endorsers, appeals to logic or reason
- desire-stimulating elements: benefits, superiority, quality, beauty, novelty, safety
- response-seeking techniques: buy, join, call, feel good about a company or product

POLITICS & PUBLIC CAUSES

- key words, themes, ideas
- images, pictures, symbols
- rituals, customs, traditions
- frequent air play on television and radio; frequent placement in print media,
- multifaceted campaign — bumper stickers, direct mail, public appearances, electronic and print media

- positive associations with patriotic themes: flag-waving, war heroes, Uncle Sam, God-is-on-our-side
- association with “common people” — “just one of us”
- companions/endorsers: friends, celebrities, spouse, family members
- locales: historic sites, shrines, beautiful scenery
- references to literary, historical or religious figures

- positive claims about self
- negative claims about others
- presentation of only one side of issue
- generalities — broad statements about goals, no specifics provided
- figures of speech — overstatement, understatement, puns, irony
- nonverbal cues — smiles, frowns, tone of voice

DOWNPLAY THE “BAD”

TECHNIQUES

PRODUCTS & SERVICES

POLITICS & PUBLIC CAUSES

Omission

Information presented may be true but incomplete. Omissions should not conceal actual dangers.

- bad effects: disadvantages, drawbacks, hazards
- unwanted side effects: unsafe, unhealthy, uneconomical
- concealed problems concerning the manufacturer, materials, design, purpose or use of the product

- relevant omissions about people involved: unworthiness, incompetency, secret alliances with others
- concealed conflicts of interest, favoritism, bias
- ulterior motives, secret agreements, bribes hidden
- use of half-truths, distortions

Diversion

Time, effort or money is spent on unimportant issues or trivial things. Focus on side issues instead of main issues.

- certain benefits get high priority, other qualities downplayed or ignored
- diversions from key issues, such as nutrition, health, safety

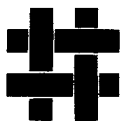
- *ad hominem* attacks — against the person, not the position
- *ad populum* appeals to emotional feelings, not issues
- appeals for pity or sympathy
- style over substance, cosmetic superficialities
- hairsplitting and nitpicking about minor details
- humor, jokes instead of answering questions

Confusion

Accidental error or deliberate deception can hide or obscure disadvantages, problems or potential harmful items.

- using words that are unclear, uncommon or unfamiliar: technical words (jargon)
- indirect, rambling statements
- inconsistencies, contradictions or factual errors
- confusing statistics, numbers, prices

- technical words (jargon)
- vague generalities or inappropriate euphemisms
- *non sequiturs* — invalid linking of ideas
- frequent changes, variations
- unclear or misleading statistics, charts and graphs
- easy solutions to complex problems



1 What Makes the News?

To the Teacher

Newspapers and news magazines are filled with items that are meant to inform, persuade, and entertain. Some large newspapers use various types of editorial boards to decide what will and will not make it into print for each issue. In some newspapers, the news editor determines the news content and section editors decide what goes in their parts of the newspaper. There is always more news than can be fit into the newspaper. Hard choices about what news is included are made every day.

Constructing the various messages of news in print requires students to understand and evaluate the events in their lives. Students need practice writing in response to the events of their families, neighborhoods, schools, local communities, and the larger communities in which they live; in doing so, they need to be aware of criteria for choosing informational, persuasive, and entertainment articles for publication.

This activity focuses on the content of news stories and the content of the entire newspaper. Students will act as writers and as editors. They will make the hard choices real editors face every day — what pieces of writing will go into the newspaper and what pieces will not make the current edition.

Discussion Points:

- What part of the newspaper do you like best?
- What other kinds of information are in the newspaper?
- How do you think the editor decides what to put in the newspaper?
- If you could add something to the newspaper, what would it be?

Content & Process Study

1. Show students the front page of a newspaper. Ask them to discuss why they think each story is there on page one. Most of the stories will be hard news. Explain that these stories are examples of writing to give the reader information. Have students suggest other places in the news where informational writing is used. Show students other sections of the newspaper that illustrate different purposes for writing and have them discuss why those stories or features are in the newspaper. Examples of informational, persuasive and entertaining writing may be found in various newspaper sections, such as those listed below. Explain that some stories or features may have several purposes.
 - Informational — hard news stories, vital statistics sections, weather maps, sports stories and scores, calendars of events
 - Persuasive — editorials, letters-to-the-editor, opinion columns, news analyses, reviews
 - Entertaining — feature stories, comics, puzzle pages, humor columns
2. Have students examine copies of the newspaper to locate and identify news stories or features that illustrate the three kinds of news. Then have students generate ideas for news stories or features that they might include in a school or classroom newspaper. Have students record their findings on the “News With a Purpose” activity sheet.
3. Tell students that they are going to be collecting ideas and writing pieces that could be included in a classroom or school newspaper. Encourage them to write about daily events in family, neighborhood, local and wider community for a week. They can design and write in special news logs for this period of time.

4. Have students work together in small groups to list and categorize the topics they wrote on during the week. They use the categories of information, persuasion, and entertainment.
5. Introduce students to the rubrics listed on the next page. Explain that these are the standards the class editorial board will use to determine which pieces will be published in a classroom newspaper. Have each student choose one or two topics to write about for publication. Students should then plan, draft, confer, revise, and edit their pieces to submit for the paper.

Assessment Activity

6. The class and the teacher together decide on members of an editorial board to assess the written stories and decide what gets published according to the criteria or rubrics; or the class is divided into small groups of several editorial boards to read articles under one category. The teacher serves as the final editor and the consultant to the groups.
7. The board reads one piece at a time. Each member of the board individually uses the rubric to assess each piece by circling every statement that describes the writing. The section — four, three, two or one — with the most descriptive statements circled is the final score for the piece. Students then compare their assessments and work together to agree on a final score for the piece.
8. After the editorial boards have chosen the pieces for publication, the class can work together to design the newspaper. They will consider story placement, illustrations, overall page design, amount of informational, opinion, and entertainment pieces in relationship to one other. They can publish by using the computer to make copies for the class and their families or by using large display charts.

Rubric for Informational Piece

4	3	2	1
<input type="checkbox"/> answers all of the questions who, what, when, where, why <input type="checkbox"/> uses interesting details that add to the overall organization <input type="checkbox"/> uses authoritative sources and identifies names and qualifications of those sources <input type="checkbox"/> uses compelling direct quotations and paraphrases that crystallize main idea <input type="checkbox"/> the author uses specific words to substitute for overused words <input type="checkbox"/> the writing is well-organized and captures reader's attention <input type="checkbox"/> there is a unique voice/style to the writing	<input type="checkbox"/> answers four of the questions who, what, when, where, why <input type="checkbox"/> uses details to support main idea <input type="checkbox"/> identifies names and qualifications of major sources used <input type="checkbox"/> uses some direct quotations and paraphrases that support main idea <input type="checkbox"/> the author uses some specific words to substitute for overused words <input type="checkbox"/> the writing has clear organization <input type="checkbox"/> author's voice/style is identifiable	<input type="checkbox"/> answers three of the questions who, what, when, where, why <input type="checkbox"/> use some details <input type="checkbox"/> cites sources but does not identify or give qualifications <input type="checkbox"/> uses some direct quotations and paraphrases <input type="checkbox"/> the author uses more general descriptors than specific <input type="checkbox"/> the writing needs more focus to be organized <input type="checkbox"/> the author's voice or style is sometimes evident	<input type="checkbox"/> answers two or fewer of questions who, what, when, where, why <input type="checkbox"/> doesn't use details <input type="checkbox"/> cites no sources <input type="checkbox"/> does not use direct quotations or paraphrases <input type="checkbox"/> the author sticks to general descriptors <input type="checkbox"/> writing is unfocused <input type="checkbox"/> the author's voice or style is not evident

Check off the statements that apply to the piece being assessed. The column with the most checks represents the score for the piece. If you have checks in two columns, a fraction (e.g. 2.5) may be assigned. Non-scorable pieces do not meet enough rubric descriptors to rate a score. Column 3 is the standard.

Rubric for Persuasive Piece

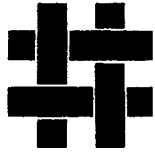
4	3	2	1
<input type="checkbox"/> writing uses persuasive techniques that are dynamic <input type="checkbox"/> main idea is clear and powerful <input type="checkbox"/> each idea is related to the overall organization and adds to the strength of the argument <input type="checkbox"/> word choice is unique and forceful <input type="checkbox"/> writing combines personal opinion with supporting facts in a compelling way <input type="checkbox"/> message conveys a sense of immediacy to a reader's specific problem, need or concern <input type="checkbox"/> message grabs reader's attention	<input type="checkbox"/> writing uses convincing persuasive techniques <input type="checkbox"/> main idea is clear <input type="checkbox"/> ideas are related to overall organization <input type="checkbox"/> word choice adds specific information and avoids overused vocabulary <input type="checkbox"/> writing combines personal opinion with supporting facts <input type="checkbox"/> message relates to specific concerns or needs of reader	<input type="checkbox"/> writing states an opinion <input type="checkbox"/> main idea is partially developed <input type="checkbox"/> some ideas seem unrelated to overall organization <input type="checkbox"/> some use of specific words to substitute for overused ones <input type="checkbox"/> writing contains personal opinion but no supporting facts <input type="checkbox"/> message relates to general concerns and is not targeted to reader	<input type="checkbox"/> writing uses no persuasive techniques <input type="checkbox"/> no main idea can be identified <input type="checkbox"/> writing lacks any organization <input type="checkbox"/> writing contains overused vocabulary <input type="checkbox"/> writing is off topic <input type="checkbox"/> writing does not refer to concerns of reader

Check off the statements that apply to the piece being assessed. The column with the most checks represents the score for the piece. If you have checks in two columns, a fraction (e.g. 2.5) may be assigned. Non-scorable pieces do not meet enough rubric descriptors to rate a score. Column 3 is the standard.

Rubric for Entertainment Piece

4	3	2	1
<input type="checkbox"/> writing addresses a specific audience's interests in an innovative way <input type="checkbox"/> writing has an elaborated development that builds on a main idea in an inventive way <input type="checkbox"/> uses amusing and original word choice <input type="checkbox"/> ideas and organization are creative and original <input type="checkbox"/> topic is off-beat or unusual	<input type="checkbox"/> writing appeals to an identifiable audience <input type="checkbox"/> writing has good development based on one main idea <input type="checkbox"/> word choice adds specific information and avoids overused vocabulary <input type="checkbox"/> ideas and organization are creative	<input type="checkbox"/> intended audience is unclear <input type="checkbox"/> main idea is evident but undeveloped <input type="checkbox"/> some use of specific words to substitute for overused ones <input type="checkbox"/> ideas and organization mimic an existing style	<input type="checkbox"/> writing shows no evidence of audience awareness <input type="checkbox"/> no main idea is evident <input type="checkbox"/> writing contains overused vocabulary <input type="checkbox"/> ideas and organization are off topic

Check off the statements that apply to the piece being assessed. The column with the most checks represents the score for the piece. If you have checks in two columns, a fraction (e.g. 2.5) may be assigned. Non-scorable pieces do not meet enough rubric descriptors to rate a score. Column 3 is the standard.



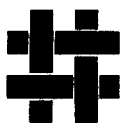
News With a Purpose

1. There are different types of news items in the newspaper. Some stories or features are informative, some are persuasive and others are entertaining. Locate stories or features that illustrate each of these types in your newspaper. Write the headlines below and indicate where each was located. (Page one, the sports section, the comics, etc.)

<u>Type of News</u>	<u>Headline/Title</u>	<u>Section of Newspaper</u>
Informative	_____	_____
	_____	_____
Persuasive	_____	_____
	_____	_____
Entertaining	_____	_____
	_____	_____
Something that is informational, persuasive, <u>and</u> entertaining	_____	_____
	_____	_____

2. Now, with classmates, discuss ideas for news stories or features that might be included in your school newspaper. Write your best story ideas below.

<u>Type of News</u>	<u>Story/Feature Idea</u>
Informative	_____
Persuasive	_____
Entertaining	_____



2 How Well Does Media Address Youth?

To the teacher

The youth market is receiving increasing attention from newspapers, television and radio programmers and advertisers. In some cases, media wants to increase readership or viewership of young people so they will become adult readers and viewers. In the case of advertising, companies are trying to get a share of the growing purchasing power of young people. Some cable channels, such as MTV, NICKelodeon and FOX, specifically target young audiences. A report by Consumers Union states that children from six to 12 spend nearly \$11 billion annually; teenagers spend about \$57 billion of their own and \$36 billion of their parents' money. In addition, children are said to influence about \$160 billion of the money their parents spend each year. It is not surprising that advertisers and manufacturers pay special attention to the youth market. Students must learn to be critical consumers of the messages aimed specifically at them.

The activities in this lesson require students to analyze and evaluate various forms of media. The assessment activity has students design a *Media Guide for Families*, a tool for families and students to evaluate media messages focusing on the youth market.

Discussion Points:

- Why are advertisers interested in youth audiences?
- How would you judge if a program were suitable for children under six? for children under twelve? for teenagers?
- Who should determine if a child should view a particular television program?
- What tools are available to help people make decisions about movies in theatres, television programs or newspaper sections?

Content & Process Study

1. Encourage students to discuss print and electronic messages targeted at the youth market. Ask questions such as
 - What do you think about print and viewing media directed towards youth?
 - Do you ever watch a television show and wonder for what audience it was intended?
 - Have you ever read a children's or youth newspaper section in the newspaper?
 - Did it address your interests and concerns and answer questions you have?You may want to spend some time analyzing the media for their ability to address youth.
2. Tell students that they will research many forms of media so they can be knowledgeable consumers of media messages.
3. Divide students into groups. Each group will evaluate one form of media. Later, the groups will pool their information. From the shared information they will develop their Media Guide.
4. Assign the following media and questions:

Newspapers

- Read through a copy of your local newspaper every day for a week. Notice the headlines, the special sections, the content of the articles the newspaper publishes. Record the number of articles targeted towards youth and compare that number with the total number of articles.

- Look at the amount of advertising targeted towards youth and compare that amount with the total amount of advertising.
- Read through several copies of a nationally circulated newspaper. Compare the amount of space for articles and for advertising given there with those in your local newspaper.
- Look at one section of a local newspaper that is directed towards youth. How would you analyze the benefit of this product for youth? Does it address your questions, concerns or interests?

Television

- Watch or tape a week’s worth of children’s programming at the same time slot on television. Note each topic presented and the amount of time given to each. Do the topics address you?
- How would you analyze the benefit of this programming? What type of advertising is used? What products are presented?

Magazines

- Go to the public library magazine section or to a store or news stand that sells a variety of magazines. Write down the titles of every magazine with a topic directed to youth. How many magazines does it carry for youth as compared to magazines for adults? Do the youth magazines address you? How would you analyze the benefits of this medium?
- Choose one magazine that interests you and read one to three issues. How many of your interests were addressed? List any of your concerns or questions that were discussed. What advertising was used? Did the advertising address your interests?
- Write your analysis of the magazine you chose. Tell whether that magazine addressed youth questions, interests, and concerns, and how well you think it accomplished these purposes.

Radio

- Listen to one hour of a youth-oriented radio program each day for five days. What interests of yours were addressed?

5. Have students record their findings on an “Analyzing News Data Chart” like the one below. Have them write the number of headlines, special sections and advertising directed towards youth. Have them write their ideas on how well they think the media accomplished the purpose of addressing youth interests, concerns and questions on the back of the chart.

News Source	Headlines	Special Sections	Advertising
Local Newspaper			
National Newspaper			
Television News			
Radio			

Assessment Activity

6. Have students brainstorm the qualities they think are important in youth-oriented media. They may examine such general issues as quantity of coverage — how much time is devoted to programming about young people, content of coverage— what kinds of programs involve young adults, positive or negative nature of coverage and content, and the relationship of coverage to their daily lives and needs.
7. Have students work in committees to develop a checklist to monitor and evaluate youth-oriented print and programming. The elements they consider important should be defined. Have each group present its guide to the rest of the class. The guides may include specific areas such as violence. Students may also decide to quantify characteristics by counting the number of violent acts or negative portrayals of groups.
8. As a final step, have students consolidate what they consider best from each group's guide to create a classroom guide. Print the guide and send it home with other students in the building.

Sample format for Media Guide:

Review the print selection, television program, video game or online program for the student(s) in your family. Rate each element listed below using the following scale:

- | | |
|---------------------------------|--------------------------------------|
| 5 Appropriate only for adults | 2 Appropriate for children age 6-8 |
| 4 Appropriate for young adults | 1 Appropriate for preschool children |
| 3 Appropriate for children 9-12 | |

Make a decision. If the majority of numbers in the columns matches the level for your child, you may decide the newspaper, magazine or program is appropriate for your child.

Program	Portrayal of young people	Portrayal of authority figures	Violence	Advertising	Decision?
Full House					
Power Rangers					
Barney & Friends					
Mini-Page					

Rubric

4	3	2	1
<input type="checkbox"/> media guide provides an easily understandable scale to assess quantity, content and quality of coverage <input type="checkbox"/> guide includes definitions of descriptors used and gives examples <input type="checkbox"/> format is easy to use; instructions for using the guide are clear and easy to follow <input type="checkbox"/> guide is visually attractive and ready to print	<input type="checkbox"/> media guide provides a scale to assess two of the categories — quantity, content and quality of coverage <input type="checkbox"/> guide includes definitions of descriptors used <input type="checkbox"/> format is easy to use; instructions for using the guide are clear	<input type="checkbox"/> media guide provides a scale that measures one of three categories — quantity, content and quality <input type="checkbox"/> guide lists descriptors but does not define or give examples <input type="checkbox"/> instructions are unclear	<input type="checkbox"/> media guide has a checklist <input type="checkbox"/> descriptors are not provided <input type="checkbox"/> instructions are confusing and not understandable

Check off the statements that apply to the piece being assessed. The column with the most checks represents the score for the piece. If you have checks in two columns, a fraction (e.g. 2.5) may be assigned. Non-scorable pieces do not meet enough rubric descriptors to rate a score. Column 3 is the standard.



3 Advertising Elements

To the Teacher

The purpose of advertising is to persuade an audience to do something, to buy something or to believe something. Advertising for products or services promise something to an audience: good health, beauty, popularity, happiness, family harmony, friendship. Some ads provide a lot of information to the consumer — a grocery store ad in the newspaper lists products, brand names, sizes and prices. Other ads are “feel good” ads designed to make the reader/viewer respond in an emotional way to the product or service — a television commercial for the cotton industry shows a mother and teenage daughter laughing together as the mother teaches the young girl to drive. The commercial says nothing about cotton, its qualities or benefits.

Most advertising does contain certain elements: an attention-getting device, information, something to make you feel positive toward the product or company and an encouragement to respond. Use the Intensify/Downplay model on pages 8 and 9 of this guide to help students analyze and understand advertising.

Discussion Points:

- What are some major jeans companies?
- What are some major soft drink companies?
- How do they know these companies? Where did they learn about them?
- What are the similarities and differences between newspaper, radio, TV and outdoor advertising?
- How do ads attract your attention?
- What kinds of “ideals” are promoted in advertising?
- What assumptions do advertisers make about the relationship between people and the products they buy?

Content & Process Study

1. In a class discussion, ask students to name television commercials they remember and like. Have students discuss their responses to commercials.
 - What gets their attention?
 - What information does the commercial provide?
 - Why do they respond to the commercial?
 - Are there any commercials they don't like? Why?
2. Show the class several examples of print advertising from newspapers and magazines. Ask them to identify the ads they like. Ask the same questions they discussed about television commercials.
3. Have students record a radio or television advertisement. Identify the ways the advertiser worked to convince you of something. Have each student select one daily television program to watch for three to five days. Have them record information about the advertising on that program. What is advertised? Who is the audience? How does the advertising try to convince the audience?
4. Have students look at the following advertising appeals and use the chart below to analyze ads in the newspaper, on the radio or on television. With older students, you may want to use the elements in the Intensify/Downplay model for analysis. Ask students
 - What types of advertising did you observe?
 - Was any type used more often than others?

Advertising Appeals	Examples
Need to belong — appeals to desire to fit in or be a part of a group. Makes you want to join the crowd.	“Everybody is going crazy over _____”
If you cared — uses loaded language and images to tug at emotions in order to promote a product, person or cause.	“A vote for _____ is a vote against hunger.”
It's just like us — presents people “just like you” who do what the advertiser wants you to do.	“Sam and Anurit go to _____. Will you go, too?”
Hero worship — uses a name person as a model to promote products or ideas.	“_____ wears _____. How about you?”

5. Have students brainstorm types of advertisements they have seen. The list could include

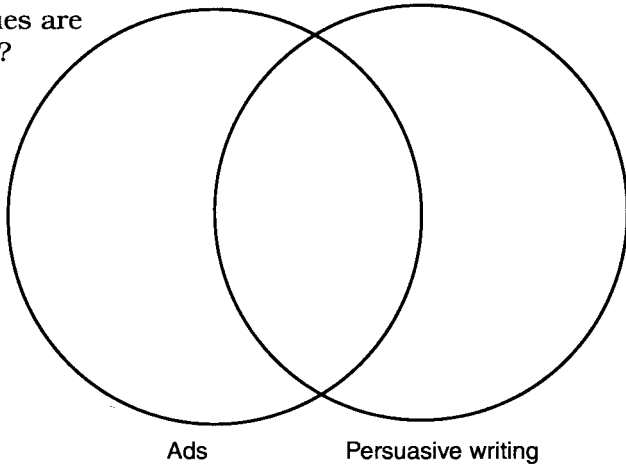
- | | | |
|----------------|-------------|---------------|
| Television ads | Radio ads | Newspaper ads |
| Magazine ads | Billboards | Leaflets |
| Movie previews | Direct mail | Store ads |

6. Ask students to bring in examples of ads to share in class. With a partner, students then read their ads and note the word choices. Students circle any words that have a definite positive or negative effect on them. Consider these questions:

- Why did the advertiser use that word?
- Would another word substitute with the same impact?

7. Have students look in the movie section of the newspaper. What advertising techniques are used to get people to go to the movies?

8. How is advertising like persuasive writing? Ask students to think about the purpose for both, the length of text, the use of a main argument and supporting details, the presentation (visual, auditory, print). Have them make a Venn diagram comparing the two types of messages.



Assessment Activity

7. Write a brief advertisement for a book you have recently read. Model the advertisement on the ads you have observed. Think about the following questions as you design your ad:
- What did you like best about the book?
 - How will you interest others in the book?
 - Why do you think others should read this book? After you have written a first draft of your ad, go back over it, making careful choices for words to use that will have a positive effect on the readers.
8. Choose another type of ad to design. You might do one of the following:
- Clothing ad
 - Video commercial for a game
 - Radio ad for a fast-food restaurant
 - Community newsletter ad for pet sitting

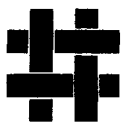
Consider the following questions:

- What do I want to sell?
- Who will be my audience?
- What appeal or appeals will I use?
- How will I make my advertising convincing?

Rubric

4	3	2	1
<input type="checkbox"/> intended audience is clear <input type="checkbox"/> uses creative and effective attention-getting device targeted to specific audience <input type="checkbox"/> includes positive associations for the audience that are firmly connected to audience's interest and needs <input type="checkbox"/> encourages immediate and specific response from the reader or viewer	<input type="checkbox"/> audience can be identified <input type="checkbox"/> uses attention-getting device targeted to specific audience <input type="checkbox"/> includes positive associations for the audience <input type="checkbox"/> immediate response from reader or viewer is encouraged	<input type="checkbox"/> probable audience can be identified <input type="checkbox"/> attention-getting device is present but does not target a specific audience <input type="checkbox"/> some associations for audience can be identified <input type="checkbox"/> response from audience is encouraged but immediacy is not stressed	<input type="checkbox"/> intended audience is not clear <input type="checkbox"/> no attention-getting device can be identified <input type="checkbox"/> no positive association is apparent <input type="checkbox"/> no response is encouraged

Check off the statements that apply to the piece being assessed. The column with the most checks represents the score for the piece. If you have checks in two columns, a fraction (e.g. 2.5) may be assigned. Non-scorable pieces do not meet enough rubric descriptors to rate a score. Column 3 is the standard.



4 Serious or Sensational? Tabloid Journalism

To the Teacher

Serious newspapers provide objective, accurate information to readers about local, national and international events. These newspapers are different from “tabloids.” Tabloids are magazine-sized publications that feature news of a sensational nature, in a condensed format and with tabloid stories often involving sex, violence, children, animals and UFO’s (the unknown, mysterious or questionable). Some tabloid stories have included monsters from outer space, Elvis Presley sightings and Hollywood scandals. Tabloid information is popular because it relates to basic human drives, needs and desires. It provides entertainment, predictability, humor and excitement in an easily accessible format.

“Tabloid television” refers to certain television magazine programs that are similar to print tabloids. They focus on celebrities and sensational people and events. Many critics contend that the popularity of tabloid television programs have forced network news magazines to include more entertainment features in their traditionally news feature format. It is important to explore with students the topic of tabloids with an open and critical mind. Many readers and viewers derive pleasure from tabloids.

One of the major differences between serious and tabloid news is in the documentation of information. Respectable print and electronic news services cite known and reliable sources in their stories. Tabloid publications and programs may not provide sources or may use sources that are biased or unreliable.

(Special note: Not all tabloid-format newspapers contain tabloid content. Many serious newspapers, such as *Newsday* in Long Island, use the magazine-size horizontal format instead of the more vertical broadsheet format.)

Discussion points

- Where do you go to find accurate information about important news events?
- Where do you go to find information about celebrities?
- Do you ever read “tabloids”? What do you like about tabloids?

Content & Process Study

1. Have students brainstorm major news events of the past several days. List responses on the board. Then have students categorize the stories into international, national, state and local news. Have students identify which stories are serious news — news that will have an impact on the country, citizens or themselves. Which stories are about people or events that will not have a major impact on the country or community, such as stories about celebrities, sensational crimes or criminals?
 - Is a lawsuit against Michael Jackson more important than a decision by the federal reserve board? Which story would be more popular?
 - Why are stories about celebrities or crimes of such interest to people?
 - How do different media treat such different stories?
2. Explain to students that they are going to investigate the coverage given to serious and sensational news in print and electronic media. Divide students into teams. Let each team select the medium it wants to investigate.

3. Give students directions for collecting data about their medium. All information should be gathered during the same time period: one day, three days, one week, etc. Students will compile their information on a form. The information will be shared with other groups as a later step in the activity.

Newspapers and Tabloids (two groups)

- Have students examine news stories in one day’s newspaper. Have students list the headlines or story topics from most prominent to least prominent. Students can determine prominence by looking at space given to a story and placement of the story in the newspaper. Stories the editor thinks are most important are placed on page one and at the top of the page. Stories of lesser importance are placed farther back in the newspaper.
- Have students list any photographs, charts, graphs or art accompanying each news story.
- Have students document any news sources cited in the stories.
- Have the newspaper group and the tabloid group prepare a chart comparing their respective lists.

Network News Shows and Daily “Tabloid” Television Shows

- Have students select and monitor two different network nightly news programs and two different television tabloids. Have them list the stories in the sequence they are aired on the program. Have them time each story with a stop watch and mark the time next to the story on the list.
- Have students list any news sources named in the broadcast.
- Have the network news groups and the tabloid television groups prepare a chart comparing their respective lists.

Online News

- If your students have access to online news services and/or the Internet, have a group monitor news highlights from an online news source.
- Have students list any sources named in the story. Have students look for the information on the home page of the news service that identifies the source of the news.
- Have students prepare a chart like the print and electronic news groups.

4. Have print and electronic news groups post their charts at the front of the classroom. Lead the class as a whole through some comparisons:

- Which stories appeared in three or more of the media on that day?
- Did any stories receive major placement in more than one medium? Which one(s)?
- What can you say about the kind of stories that received the most attention in each medium?
- Which media seemed to focus on “important” news — news that would have a direct impact on the country or the community?
- Which media seemed to focus on sensational news?
- If you had to choose one source for your news each day, which would you select and why?

Medium:	
Story topic	Sources cited

Assessment Activity

5. Explain to students that they will share what they've learned about news sources with others by preparing a consumer's report on news. Have students work in teams to prepare a capsule review for the sources they have analyzed. Each review must include
 - The name of the print publication or the electronic program
 - The availability of the publication/program in the community
 - A brief description of the publication/program
 - A description of the strengths of the publication/program
 - A description of the limitations of the publication/program

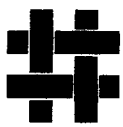
6. Compile the reviews into one report. Students may want to set up the final report with charts similar to those used in consumer magazines. Each item could be ranked on a 4-point scale:
 - 4 — Strongly recommend
 - 3 — Recommend
 - 2 — Recommend with some reservations
 - 1 — Do not recommend

7. Duplicate your report and distribute it to other classes, or send it home to parents.

Rubric

4	3	2	1
<input type="checkbox"/> publication/program information is correct and detailed <input type="checkbox"/> description is well-organized and contains specific details <input type="checkbox"/> publication/program strengths are identified and illustrated <input type="checkbox"/> publication/program weaknesses are identified and illustrated <input type="checkbox"/> writing provides a clear analysis of the publication/program	<input type="checkbox"/> publication/program name is correct <input type="checkbox"/> description is well-organized <input type="checkbox"/> publication/program strengths are identified <input type="checkbox"/> publication/program weaknesses are identified <input type="checkbox"/> writing gives a coherent analysis of the publication/program	<input type="checkbox"/> most publication/program information is provided <input type="checkbox"/> writing needs more focus to be organized <input type="checkbox"/> some publication/program strengths are listed <input type="checkbox"/> some publication/program weaknesses are listed <input type="checkbox"/> analysis of the publication/program is not clear	<input type="checkbox"/> publication/program information is missing or incomplete <input type="checkbox"/> writing lacks focus <input type="checkbox"/> elements listed as strengths are missing or inappropriate <input type="checkbox"/> elements listed as weaknesses are missing or inappropriate <input type="checkbox"/> analysis of the publication/program is missing

Check off the statements that apply to the piece being assessed. The column with the most checks represents the score for the piece. If you have checks in two columns, a fraction (e.g. 2.5) may be assigned. Non-scorable pieces do not meet enough rubric descriptors to rate a score. Column 3 is the standard.



5 Creating a Press Release

To the Teacher

The term “public relations” refers to the way an individual or an organization communicates information to the public through media. It covers a variety of message-generating and message-influencing activities.

Sometimes the information presented in the newspaper is submitted by a local group in order to publicize an event. This public relations might be defined as creating a positive image for the general public. For instance, if your class, grade, or school were planning a special event you might want to let the local community outside your school know about it. You would be proud of your achievements and would identify sources to use to publicize your event. You would want to show the event in the most positive light possible.

Businesses and industries also want to present themselves in a positive light. They maintain public relations departments to produce and distribute information about their product or corporation. The dairy industry, for example, may conduct research about the benefits of milk products and send the findings to media markets in press releases. They may also generate recipes using milk products that they send to newspapers and magazines. Much of the information distributed through public relations offices is useful and accurate. However, it will include only information favorable to the organization. Public relations is designed to promote the product or service and persuade the public to respond to them in a positive way. Information submitted to news organizations through public relations departments may result in “free media,” which is different from space or time purchased by the organization as part of its advertising program.

Discussion Points:

- What is the biggest family movie playing in the theatre today?
- How many different places have you heard about the movie?
- Does what you have seen and heard make you want to see the movie? Why?
- How much of the news was supplied to journalists by someone else?
- What is the difference between news and promotion? How are these concepts similar?

Content & Process Study

1. Look through your local newspaper. Can you identify articles that were placed there for the purpose of public relations?
2. Look for a special section or full page that is identified as being published by a corporation or interest group. You may find it in a travel, business, or food section. Why do you think that organization wanted to publish that information in the newspaper?
3. Identify a class, grade, or school event for which you'd use public relations. Ideas could include
 - A mini-museum to celebrate the end of a social studies unit on Ancient Egypt, Colonial America, or Native Americans
 - A school-wide author's celebration of student-published books for the year
 - A special evening of math and logic games for parents and children to play together
 - School open house
 - Student showcase event or activity
 - Student or class achievements

Assessment Activity

4. As a class decide on five sources in which to communicate information for the community. Write a press release for your event using a form like the one below. Limit your press release to one 8½ x 11 page. Students may want to include the following elements in the press release:
- Catchy lead — a sentence or two to get the reader's attention
 - Five W's and H — the information that tells the reader who, what, when, where, why and how about the event
 - Quote from an authority — a direct quote about the event from someone in charge
 - Attention-getting quote — a direct quote that draws the reader into the event

Press release form:

(Company, School name)
(Street address)
(City, State/Province Zip/Postal Code)

(Title)

For immediate release

(Date)

Contact: (name)
(company name)
(phone number)

(Type information here)

5. Evaluate the success of your public relations. During the event use a survey form like the one below to find out how visitors became aware of the school event. Use the information to plan public relations for the future.

Welcome to our _____

Please take a moment to tell us how you heard about this event.

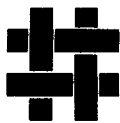
- someone from the school told you
- a flier from the school
- newspaper
- television
- radio
- other _____

Thank you for your help!

Rubric

4	3	2	1
<input type="checkbox"/> at least four different media sources are targeted <input type="checkbox"/> press release contains information about the person or organization sending the release plus additional resources <input type="checkbox"/> answers all of the questions who, what, when, where and why <input type="checkbox"/> writing is well-organized and captures reader's attention <input type="checkbox"/> press release is typed and presented on one side of an 8 1/2 x 11 sheet of paper <input type="checkbox"/> press release has catchy lead and contains direct quotations	<input type="checkbox"/> at least three different media sources are targeted <input type="checkbox"/> information related to contact person and organization is complete <input type="checkbox"/> answers four of the basic questions who, what, when, where and why <input type="checkbox"/> writing has clear organization	<input type="checkbox"/> at least two different media sources are targeted <input type="checkbox"/> information related to contact person or organization lacks some specifics <input type="checkbox"/> answers three of the questions who, what, when, where and why <input type="checkbox"/> writing needs more focus to be organized	<input type="checkbox"/> only one media source is targeted <input type="checkbox"/> information related to contact person is incomplete or missing <input type="checkbox"/> answers two or fewer of the questions who, what, when, where and why <input type="checkbox"/> writing is unfocused

Check off the statements that apply to the piece being assessed. The column with the most checks represents the score for the piece. If you have checks in two columns, a fraction (e.g. 2.5) may be assigned. Non-scorable pieces do not meet enough rubric descriptors to rate a score. Column 3 is the standard.



6 Examining Images

To the Teacher

Companies that produce goods or provide services use advertising in many ways to reach potential customers. A major part of an advertising campaign may be to develop an image for the product based on the audience the advertiser hopes to reach. A soft drink manufacturer may want to appeal to young upwardly mobile professionals, so its print and electronic advertising will show individuals in that age range having fun while they drink the soft drink. A car manufacturer may want to promote a four-wheel drive sports vehicle as being rugged and tough, so it develops advertising that shows people driving the vehicle over difficult terrain to get to a mountain-climbing or skiing adventure.

Images communicate differently than language by appealing to emotions, expectations, biases and assumptions. A great deal of information can be conveyed in simple images because of the way people associate images with their own experiences. People “fill in the gaps” by building bridges between images and their personal lives.

Television and magazine advertising is often very image-oriented. Newspaper advertising is often used to present more factual information about the product. The Intensify/Downplay model on pages 11 and 12 of this guide may be used to help students analyze and understand advertising.

Discussion points:

- What clothing do you buy — sneakers, jeans?
- Why do you want a specific brand?
- What purchases do you make because you like the image conveyed in the advertising for the product?
- What are the ideal images for a car? a shampoo?
- How are images designed to appeal to the needs of specific types of people?

Content & Process Study

1. Have students look at the comics page of the newspaper. Then ask them to name several of their favorite comic strip characters. Have them suggest the “image” each character has. Which characters are smart? lazy? hard-working?
2. Explain to students that companies selling products and services often use advertising that creates an image for those products and services. Generate discussion with students with the following questions:
 - What would be a good image for an automobile to have? (power, safety, economy)
 - What would be a good image for a fast food chain? (convenience, nutrition, fun)
 - Why do the same types of products use different images? Why does one cereal stress taste and another nutrition? Why is one automobile promoted as high-power and another as utilitarian and economical?

3. Put students into small teams. Tell them that they are going to be “image detectives.” Assign teams to monitor different kinds of advertising to determine the images being promoted by different products. Students can use a form like the “Image Detective Notebook” on the next page. Students select their own products to investigate or choose several from the list below:
- Snack foods on television
 - Snack foods in magazines and newspapers
 - Automobiles on television
 - Automobiles in magazines and newspapers
 - Cosmetics on television
 - Cosmetics in magazines and newspapers
 - Health products (pain relievers, vitamins, etc.) on television
 - Health products in magazines and newspapers
 - Video games on television
 - Video games in magazines and newspapers
 - Clothing on television
 - Clothing in magazines and newspapers

Assessment Activity

4. Ask students to think about their school. Have them brainstorm words that describe the school. What do they like about their school? What is positive? How would they describe their school to a new student?
5. Tell students that they are going to develop a product to “sell” their school, something the school could give to new students just moving into the district. They may decide to design a tri-fold brochure (an 8½ x 11 page folded into thirds) or a two- to five-minute video promoting the school. Students must prepare a script for the video. Their products must be accurate and contain helpful information, and they must present the best aspects of the school. As an alternative activity, different groups can target their brochures to different audiences: students about to enter the school, parents or business people who may want to give money to the school.

Rubric

4	3	2	1
<input type="checkbox"/> writing uses dynamic and convincing persuasive techniques <input type="checkbox"/> an exciting and positive image of the school is represented <input type="checkbox"/> evidence and specific examples are provided which support the positive image of the school <input type="checkbox"/> writing combines personal opinion with supporting facts in a compelling way <input type="checkbox"/> piece is visually compelling and ready to print	<input type="checkbox"/> writing uses convincing persuasive techniques <input type="checkbox"/> a positive image of the school is represented <input type="checkbox"/> evidence is provided which supports the image <input type="checkbox"/> writing combines personal opinions with supporting facts <input type="checkbox"/> piece is visually interesting	<input type="checkbox"/> writing states an opinion <input type="checkbox"/> details used are unrelated to the image presented <input type="checkbox"/> little evidence is provided to support the image of the school <input type="checkbox"/> writing contains personal opinion but not supporting facts <input type="checkbox"/> piece lacks visual appeal	<input type="checkbox"/> writing does not develop an opinion or an image <input type="checkbox"/> a negative image of the school is presented <input type="checkbox"/> no evidence is provided to support an image of the school <input type="checkbox"/> writing is off topic <input type="checkbox"/> piece does not follow any design

Check off the statements that apply to the piece being assessed. The column with the most checks represents the score for the piece. If you have checks in two columns, a fraction (e.g. 2.5) may be assigned. Non-scorable pieces do not meet enough rubric descriptors to rate a score. Column 3 is the standard.

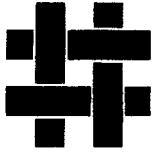


Image Detective Notebook

1. Select several different products to study. Then examine print and electronic ads for each product. What product image is promoted in the ads? What do the ads use to appeal to the audience? What audience is each ad trying to reach? Collect your data on the chart below.

Product	Advertising source	Language used	Visual images/photos	Image created

2. Share your findings with other students. Discuss the following questions:
 - Which ads provide a lot of useful information?
 - Which ads use emotional appeals almost exclusively?
 - Which ads do not even show the product or service?
 - Which ads do individuals like and why?
3. Look at the ads you examined again. What group was the target audience for each ad and why? Consider the following groups:
 - Age — children, young adults, middle-age, elderly
 - Community — urban, suburban or rural
 - Income level — rich, middle class, poor



7 Spinning Away

To the Teacher

Much of public relations work is proactive. It is an ongoing stream of information about a product, service or political candidate is generated and distributed regularly to media outlets. In business, a public relations department provides information about a company's goods or services to media sources, getting publicity for industry awards or recognition. In politics, a candidate promotes his or her program and qualifications, emphasizing the positive.

However, sometimes a situation arises where businesses or politicians must respond to negative publicity. A company may have to recall a product because of health or safety concerns. A dissatisfied customer may sue the company, claiming the company was negligent or deceitful. A candidate may make a major mistake in an interview or debate. An opposing candidate may run negative ads attacking the candidate's actions or character. In these cases, the public relations organization must react to forces beyond its control. Putting the best possible positive face on a situation, or swaying public opinion, is called "spin."

Discussion points:

- Can you think of a product that has received bad publicity recently (side-mounted gas tanks on a Chevy truck, tainted food products, etc.)
- What was the source of the information?
- How did the manufacturer handle the negative publicity?

Content & Process Study

1. Select a news story that has two sides to share with students. Give the students the facts of the story. Then ask students to predict what opposing groups might say about the situation.
2. Have students work in teams of two to locate other stories in the newspaper that present an individual or an organization in a negative light. Have students write a response to the story putting the individual or organization in a good light. The information must be factual.

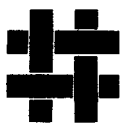
Assessment Activity

3. Play a "Spin Control" game with the class. Have students work in teams to write fictitious situations that could occur for a political candidate in real life.
4. Select two other teams for the Spin Control competition. The situation is read to the two teams, who then have five minutes to come up with a public relations spin — one team represents the candidate, the other team represents the candidate's opponent. Have each group "spin" the situation as if they were being interviewed on a television news program.
5. The other students in the class award the teams four, three, two or one point(s) using the rubric that follows.

Rubric

4	3	2	1
<input type="checkbox"/> spin is compelling and believable and causes a loss of trust in the other side <input type="checkbox"/> factual information supports spin <input type="checkbox"/> spin is creative and imaginative	<input type="checkbox"/> spin is believable <input type="checkbox"/> some factual information is included <input type="checkbox"/> spin is interesting, but not very original	<input type="checkbox"/> only parts of the spin are believable <input type="checkbox"/> little factual information is included <input type="checkbox"/> spin mimics an existing spin	<input type="checkbox"/> spin is not believable <input type="checkbox"/> no factual information is included <input type="checkbox"/> no attempt at creativity is apparent

Check off the statements that apply to the piece being assessed. The column with the most checks represents the score for the piece. If you have checks in two columns, a fraction (e.g. 2.5) may be assigned. Non-scorable pieces do not meet enough rubric descriptors to rate a score. Column 3 is the standard.



8 Developing a Public Relations Campaign

To the Teacher

A public relations campaign requires many different kinds of media messages presented in many different media outlets. A public relations campaign represents the point of view of a specific group or individual. The product or client is presented in a positive, favorable light.

In this activity, students will develop a public relations campaign around a community issue. They will research the issue using newspaper articles. As a culminating activity, they will plan a public forum to discuss the issue. As part of the planning, they will design a bumper sticker, a flier inviting people to the forum and an informational brochure to hand out at the forum. They may decide to present an actual forum at the end of the unit. They could plan the format of their choice: speakers, panels, town meeting, video, etc.

Discussion points:

- How many different ways are there to communicate information to people?
- What medium would reach the most people in a short amount of time?
- What medium would be best for presenting a lot of detailed information to people?

Content & Process Study

1. Outline for students the steps they will follow in researching and organizing a campaign to address the issue:
 - Identify the problem
 - Collect data on the issue
 - Examine existing laws and policies related to the issue
 - Develop policy
 - Develop a campaign to win support for their recommendations from the community

All students should be involved in identifying the problem. Students can then be divided into teams to collect data, examine existing laws or to develop solutions. All students should have some responsibility for developing the campaign, but they may work in groups on different components of the campaign.

2. Identify the problem: Have students follow newspaper articles and local television news programs to become familiar with issues of concern to the community, such as curfew laws, a proposed new shopping center, violence in schools. Have students brainstorm potential issues for study. Have students discuss possible issues and select one for extended study.
3. Collect data: Put students in data-gathering teams to research the issue through different channels:
 - newspapers — students read and collect news articles, editorials, letters to the editor and opinion columns relating to the issue
 - television news programming — students monitor and take notes on local news programs, interviews or public forum discussions about the topic
 - interviews — students develop and use a standard interview form to elicit information and opinions from people who have some authority or knowledge in the area — local officials, interest group representatives and academics and parents and other individuals who are affected by the problem

4. Examine existing laws or policies: Have one or two teams of students research existing law and public policy related to the issue. Relevant parts of laws and policy may be reported in newspapers and on television or radio news programs. If students want to locate the exact wording of any laws, they will have to contact local government officials for that information.
5. Developing a policy: Have each of the data-gathering teams report its findings to the whole class. Compile the information on a list or chart. Have the class suggest and discuss policies to address the problem, or create a “select committee” from the various data-gathering teams to develop a policy to address the problem. The select committee reports its recommendations back to the class.

Assessment Activity

1. Once the class has decided on a recommended policy to address the issue facing the community, they develop an integrated public relations campaign. The purpose of the campaign is to
 - create awareness of and interest in the situation
 - inform the community about their policy to the problem
 - convince people to support their policy
2. Divide students into groups to develop the various components of the campaign. The final phase of the campaign is a public forum of some kind. Students may decide to put on a press conference, present a panel discussion, hold a town meeting, or create a promotional video that could be used with other groups. Use the components listed below or add or develop your own.

Slogan

William Safire called a slogan “a brief message that crystallizes an idea, defines an issue, the best of which thrill, exhort, inspire.” Have the slogan committee develop several slogans that could be used on bumper stickers or buttons. Let the class select the final slogan to be used in the campaign.

Information brochure

Have a committee develop a tri-fold brochure (an 8½ x 11 piece of paper folded into thirds) that could be distributed to members of the community. The brochure should be visually appealing, contain factual information about the situation, give a general discussion of the class’s policy and encourage people to agree with that position. The brochure should use the slogan developed by the slogan committee.

Promotional flier

Have a committee design a promotional flier or poster announcing the public meeting event. The flier should use the class’s slogan. It should get a reader’s attention and interest and encourage the individual to come to the meeting.

Public forum event

Have a committee plan and present the public forum event. Students may act as community and government representatives on a panel. They may stage a press conference with speakers from different groups that support the class’s position. They may choose to hold a town meeting where students answer questions from individuals.

The public forum event may be held as a classroom activity with students serving as presenters and questioners. The event could be a school event with students from other classes serving as questioners. The event could be a community event open to the public.

Rubric

4	3	2	1
<ul style="list-style-type: none"> <input type="checkbox"/> compelling print graphics and electronic visuals draw attention to the topic <input type="checkbox"/> much detailed and accurate information is presented <input type="checkbox"/> specific examples related to the topic are included <input type="checkbox"/> policy recommendations are clear and practical <input type="checkbox"/> all components work together in a coordinated look and approach and are ready to print 	<ul style="list-style-type: none"> <input type="checkbox"/> print graphics and electronic visuals relate to the topic <input type="checkbox"/> accurate information is provided <input type="checkbox"/> some specific examples are used <input type="checkbox"/> policy recommendations are clear <input type="checkbox"/> components have a coordinated appearance 	<ul style="list-style-type: none"> <input type="checkbox"/> print graphics and visuals are used, but may not relate to the topic <input type="checkbox"/> little information is provided <input type="checkbox"/> few examples are used <input type="checkbox"/> policy recommendations are unclear <input type="checkbox"/> all components are included but do not present a coordinated appearance 	<ul style="list-style-type: none"> <input type="checkbox"/> print graphics and visuals are not used or are inappropriate <input type="checkbox"/> no specific information is provided <input type="checkbox"/> no examples are provided <input type="checkbox"/> policy recommendations are missing <input type="checkbox"/> some components are missing

Check off the statements that apply to the piece being assessed. The column with the most checks represents the score for the piece. If you have checks in two columns, a fraction (e.g. 2.5) may be assigned. Non-scorable pieces do not meet enough rubric descriptors to rate a score. Column 3 is the standard.



9 The Media and Role Models

To the Teacher

Many individuals receive attention from the media. Some are considered celebrities; they are well-known in their professional areas, often in sports or entertainment. Other people receive attention because they have done something wrong. Some of these individuals are worthy of respect and emulation. Others do not exemplify positive qualities or character. All of these individuals are potential role models for students. Students can clarify their own thinking about what is acceptable and admirable behavior by discussing people in the news.

Discussion points:

- Who is someone you admire?
- Is that person a role model for you?
- Exactly what is a role model?
- Why do people like attention from the media?
- Why do people dislike attention from the media?
- What are the positive and negative consequences of being in the media spotlight?

Content & Process Study

1. Have students collect stories about people featured in the media over a one-week period. Have them compile information about the individuals on a chart like the one below.

Individual receiving media attention	Why did he/she get attention?

2. Have students discuss whether individuals receive more attention for bad behavior or for good behavior. Discuss with students those individuals they think are worthy of respect or emulation.
3. Have students use the chart below to define and discuss role models. Students work individually to list two to four people they think about when they think of role models. Have students write their reasons why.

Role Model	Why
Person you look up to or admire	What does the person do that is noteworthy?

4. Have students discuss in small groups the characteristics of a role model, based on the people they've listed.
5. Ask students to think about the way media presents role models. Tell them to consider the media sources they read, view, or listen to weekly. Students then use a chart like the one that follows to find out who the media presents as role models and what actions or characteristics of the person are highlighted. They may include several people for each source.
6. Discuss findings as a class. Include the following questions:
 - Did the characteristics of a role model you discussed by looking at people you admire match the characteristics of people presented in the media?
 - How would you compare the characteristics from media and from your identified list?
 - Based on your discussions and analysis of media, what do you think are good sources for role models?
 - What are characteristics of people that are worth admiring?

Media Source	Person	Reasons Presented as a Role Model

Assessment Activity

7. Have students create a "Newsmakers We Admire" television program focusing on people who should be role models. Include role models in government, entertainment, sports and community. Students may focus on local leaders.
8. Have students follow the newspaper for one week. Collect news stories about people students think should be on their newsmaker program.
9. Have students work in groups; each group will develop the script for one newsmaker. The group writes a script to present its newsmaker. The script must include an introduction, the achievements of the newsmaker, why the person should be admired and what lesson can be learned from this individual.
10. Students may present their program "live" to the rest of the class or another classroom. Or students may videotape their program to share with others in the building.

Rubric

4	3	2	1
<input type="checkbox"/> newsmaker is clearly worthy of respect and an ideal role model and should be included on the program <input type="checkbox"/> presentation is well organized and captures viewer's attention <input type="checkbox"/> relevant and instructive details about the individual are included <input type="checkbox"/> a positive specific lesson is presented	<input type="checkbox"/> newsmaker is worthy of respect, but not necessarily an ideal role model and may be included on the program <input type="checkbox"/> presentation is well organized <input type="checkbox"/> relevant details about the individual are included <input type="checkbox"/> a specific lesson is presented	<input type="checkbox"/> newsmaker's worthiness is marginal <input type="checkbox"/> presentation lacks focus <input type="checkbox"/> details are not relevant or important ones are missing <input type="checkbox"/> lesson presented is unclear	<input type="checkbox"/> newsmaker's is not worthy of inclusion in the program <input type="checkbox"/> writing is off topic <input type="checkbox"/> no details are provided <input type="checkbox"/> no lesson is presented or is negative

Check off the statements that apply to the piece being assessed. The column with the most checks represents the score for the piece. If you have checks in two columns, a fraction (e.g. 2.5) may be assigned. Non-scorable pieces do not meet enough rubric descriptors to rate a score. Column 3 is the standard.



10 Political Ads — Analyzing Issues

To the Teacher

The year before a presidential election provides many opportunities to study and analyze political language. The primary season is almost always exciting for the party that does not have the presidency because many candidates will vie for their party's nomination. In recent years, many sitting presidents have faced challenges from within their party. The past several presidential elections have also drawn independent and third-party candidates into the competition.

In these activities, students will collect and discuss political messages about campaign issues. As a culminating activity, they will prepare objective reports on specific issues. The information in the reports may be presented to the class or school in an assembly or through video or audio news programs. The information may also be presented in the form of a printed booklet called *Voter's Guide to the Issues*, which could be sent home to parents.

The focus in this activity is on issues, not candidates. Students will examine targeted issues from several points of view: Democratic, Republican and third-party or independent candidates. The purpose is to make students critical consumers of political messages, not advocates for one candidate over another. Use the Persuasive Speech handout on pages 11 and 12 of this guide to help students analyze and understand political advertising.

This activity can be modified to have students monitor and analyze a referendum or initiative on the ballot in a local election.

Discussion points:

- Name a political candidate you think should be elected.
- How did you learn about the candidate?
- How do you judge the accuracy of information you receive about the candidate?

Content & Process Study

1. With the class, determine a time period to collect information about campaign issues. A reasonable time line would be four to seven weeks before the election. Students will use the last week before the election to prepare an objective report on the issues.
2. Have class brainstorm campaign issues the class will follow over the course of a political season. List the issues on the board. Have the class select five or six issues to monitor and research.
3. Have students sign up in groups of three or four; each group will become the class experts on that issue.
4. Have students collect electronic and print ads for political candidates or public issues and analyze the messages using the "Ad Watch Report" form.
5. Completing the Ad Watch Report form:
 - Students should attach copies of print ads to the report form. They will have to identify electronic ads on the form with a descriptive word or phrase.
 - The organization sponsoring an ad must be identified. On a print ad, students should look at the bottom of the ad; on television, the organization will be identified at the end of the ad along the bottom of the screen; in radio ads, the organization will be identified by a statement at the end of the ad.

- Have students research the political position of the sponsoring organization. Many groups may have neutral-sounding names like “Americans for Government Reform,” when they really represent a specific party, constituency or special interest group.
 - Have students research the source and completeness of the information presented in the ad and record their findings on the form.
 - Ad sponsors will omit information that does not support their point of view. Encourage students to question what might be omitted or what additional information they should have.
6. Collect the ad watch forms throughout the unit and display them on bulletin boards around the classroom.

Assessment Activity

7. Each student group will present an oral report on its findings related to an issue. The presentations should take place during the week before the election. Students may present in front of the class, in a school assembly, or on a videotape that can be shared with other classes. They may use charts, graphs, posters or other visual aids to assist in their preparation.
8. Each presentation should contain the following components:
- An introduction to the issue
 - How important the issue is in the current campaign
 - What groups are most affected by the issue
 - Objective facts and specific details about the issue
 - Balanced discussion of competing points of view on the issue
 - An opportunity for a live audience to ask questions of the group

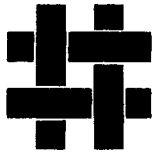
Rubric

4	3	2	1
<input type="checkbox"/> issue is perceived by experts and media as a pivotal one in the campaign	<input type="checkbox"/> issue is seen as important to media and most sides	<input type="checkbox"/> issue receives regular attention from media in the campaign	<input type="checkbox"/> issue is minor and perceived as important only by certain interest groups
<input type="checkbox"/> involved interest groups are identified and explained; their positions are presented in relation to the issue	<input type="checkbox"/> involved interest groups and their positions are identified	<input type="checkbox"/> involved interest groups are listed, but not discussed or explained	<input type="checkbox"/> no involved interest groups are identified
<input type="checkbox"/> pertinent details, supporting facts and specific examples are presented	<input type="checkbox"/> pertinent details and supporting facts are presented	<input type="checkbox"/> some details are presented	<input type="checkbox"/> no details are presented
<input type="checkbox"/> viewpoints of all major candidates, parties and concerned special interest groups are presented	<input type="checkbox"/> viewpoints of major candidates and parties are presented	<input type="checkbox"/> viewpoints of one or two candidates are presented	<input type="checkbox"/> candidates' viewpoints are not presented
<input type="checkbox"/> visual aids are of good design and support major points	<input type="checkbox"/> visual aids support major points	<input type="checkbox"/> visual aids are used but do not add to the presentation	<input type="checkbox"/> no visual aids are used

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Name _____

Date _____



Ad Watch Report

Use this form to collect and analyze political or public issue ads.

- Type of ad:
- Television
 - Radio
 - Print

Topic: _____

Sponsor: _____

Target audience: _____

Specific Facts	Source of Facts	Persuasive Technique Used

What questions are unanswered by the ad?

Where will you look to answer questions you may have?



11 Covering the Candidates

To the Teacher

This lesson will have students examine media coverage of political candidates. Students will monitor amount of space and time given to candidates of different parties in various media. This is news and news-related coverage, not advertising that is paid by the candidate or election committee. Remind students that many campaign events are staged by the candidate to get maximum news coverage. In some instances, a print or television reporter may actively seek an interview with a candidate. In some instances, the candidate's handlers try to get the candidate booked on television or radio programs. C-SPAN provides live and taped coverage of campaign events with no commentary. They also show the entire event from start to finish.

This activity can be done with presidential, gubernatorial, congressional, state or local candidates for office. The activity can be conducted during primary or final campaigns. Three dominant practices used to cover political campaigns include

- the strategy and tactics — photo opportunities, plans, techniques and devices used by candidates and advisors to position the candidate for a win
- the horse race — who's ahead, who's winnable, how the public feels about the candidates
- the "word on the street" — what political insiders are saying about the candidates and what candidates are saying about each other

Discussion Points

- Who is running in the presidential (gubernatorial, school board, etc.) race?
- How do you know they are running?
- What do you know about each of the candidates? Where did you get the information?
- What groups are supporting each candidate? Why?

Content & Process Study

1. Discuss with students the different kinds of coverage a political candidate might receive:
 - Print: news stories, feature stories, interviews, opinion columns, letters to the editor
 - Electronic: television/radio news programs, television/radio talk shows, press conferences, town hall meetings, on-line chat rooms
2. Have students work in teams. Each team will analyze print and electronic media for one candidate. You may want to assign candidates to groups or allow each group to select its own candidate.
3. Have students conduct their research over an extended period of time — from one week to one month.
4. Quantity of coverage
 - Print: Have students collect newspaper articles about the candidate. They may quantify the coverage by story count or by the number of column inches a candidate receives. Students should include editorials, editorial cartoons and opinion columns in their count. Have students quantify the coverage and indicate what percent is positive, negative and neutral.
 - Electronic media: Have students monitor local news programming and network news programs. Students may add network and cable interview shows. It will be difficult for students to cover a lot of electronic media because of broadcast times. Individual students in a group may split up the viewing assignment.

Students may have to use VCRs to record news programming when they are in school or away from home; groups can then review the tapes, fast-forwarding through non-election coverage, during school time. Have students add the total minutes of coverage given to their candidate and indicate the percentage of positive, negative or neutral coverage.

5. Content of coverage

Have students classify the print stories or electronic coverage by content.

- actual words about candidate's stand on specific issue
- "horse-race" story detailing candidate's standing in relation to earlier standing or other candidates
- character coverage about other people's opinions of candidate's trustworthiness, honesty, personality, etc.

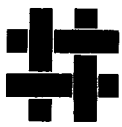
Assessment activity

6. The class will present a panel presentation of the major candidates running for a specific elective office. Students groups will select the candidate they will represent.
7. Each group will prepare a five-minute presentation of the candidate. The presentation may include visuals such as posters or buttons. One member of the group will actually sit on the panel and make the final presentation.
8. Select one student to act as moderator for the panel. The moderator will introduce each representative, who will have five minutes to discuss the candidate and the issues.
9. After the presentation, the class will conduct a straw poll indicating the candidate they would vote for.

Rubric

4	3	2	1
<input type="checkbox"/> presentation is well organized and captures audience attention <input type="checkbox"/> material that is relevant and provides insight into the candidate is presented <input type="checkbox"/> candidate's position is detailed and previous experience on positions is explained <input type="checkbox"/> oral presentation is clear and has sufficient volume <input type="checkbox"/> any visuals are appropriate, and designed well <input type="checkbox"/> total presentation demonstrates a commitment of the speaker to the candidate	<input type="checkbox"/> presentation is organized <input type="checkbox"/> relevant background material about the candidate is presented <input type="checkbox"/> candidate's position is stated in some detail <input type="checkbox"/> oral presentation is clear <input type="checkbox"/> visuals are appropriate	<input type="checkbox"/> presentation lacks focus <input type="checkbox"/> little background material about the candidate is presented <input type="checkbox"/> candidate's position is stated in general terms <input type="checkbox"/> oral presentation lacks clarity or volume <input type="checkbox"/> visuals are inappropriate or poorly designed	<input type="checkbox"/> presentation is off topic <input type="checkbox"/> background material is incomplete or missing <input type="checkbox"/> candidate's position is stated incorrectly <input type="checkbox"/> oral presentation is weak or unclear <input type="checkbox"/> no visuals are used

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12 Public Affairs Talk Shows

To the Teacher

Public affairs talk shows are those that deal with legal, political and social issues, issues that some people feel lend themselves to governmental intervention or remediation. For example, unwed teenage mothers represent health care, economic, philosophical and political issues.

There are two general types of public affairs talk shows. On some programs, the host presents the current status of the issue to the audience and then interviews individuals with different points of view of the subject. The host is neutral. Examples of these shows include the longstanding Sunday morning news programs *Face the Nation*, *Meet the Press* and *This Week with David Brinkley*.

On other programs, the host has a particular point of view. The host may have a guest with an opposing point of view and the host argues with the guest. The host may have a guest who agrees with his/her opinions and they both discuss and promote their ideas. Shows identified with the label "talk radio" often follow the host-as-advocate format. Popular hosts of this format include Rush Limbaugh, Don Imus, G. Gordon Liddy and Oliver North. Talk radio is an important element in politics. It appeals to particular groups of people, for example, commuters or the elderly.

Many television and radio stations provide telephone and fax numbers so viewers and listeners allowing them to respond immediately to the topic being discussed.

You may want to watch television programs, syndicated or on cable channels such as CNBC. You may also want to record and/or review several days of talk radio programming.

Discussion points:

- What news programming other than a nightly news show do you watch?
- What kind of additional information can you get from this kind of programming?
- How can you tell if the host is objective or biased?

Content & Process Study

1. Ask students to name different ways people can share their opinions on public issues with others. Responses may range from talking to other people at work to writing letters to legislators. List responses on the board. Then have students circle any choices that use media, print or electronic, including computer online chat rooms or teleconferencing capabilities. Explain that they will be examining how media allows citizens to voice their opinions in a democracy.
2. Show students the letters-to-the-editor section of the newspaper. Share with them several letters. Explain that this is one way for individuals to let other citizens and government representatives know how they feel about a topic.
3. Explain to students that today the world can be connected electronically through radios, satellite dishes, cable and computers. Individuals from all parts of the country, and indeed the world, can participate in a form of electronic town meeting.
4. Discuss with students the different formats they may encounter on talk programs. Use the "Public Affairs Programming" table on page 47.
5. Divide students into two-member teams. Have each team review one type of public affairs programming. Check your local radio schedule to identify talk radio shows students should investigate.

6. Have each team collect information about its program on the table below. Have teams share their results with the rest of the class. Students should record the opinions of guests and panelists on the traditional news programs; they should log the opinions of callers to the talk radio programs.

Program	Host	Host's opinion, if stated	Other opinions expressed

Assessment Activity

7. Have each student write an analysis of public affairs programs.
- How are they alike?
 - How are they different?
 - What is the role of talk radio?
 - What types of programs best serve citizens in a democracy? Why?

Rubric

4	3	2	1
<input type="checkbox"/> writing is well organized with main idea <input type="checkbox"/> uses interesting details that add to the overall organization <input type="checkbox"/> comparisons are balanced and made in a point-by-point manner <input type="checkbox"/> uses specific and compelling words <input type="checkbox"/> the author's voice and style are unique	<input type="checkbox"/> writing has main idea <input type="checkbox"/> uses details to support main idea <input type="checkbox"/> comparisons are present and balanced <input type="checkbox"/> uses specific words for overused words <input type="checkbox"/> the author's style or voice is evident	<input type="checkbox"/> main idea is not clearly presented <input type="checkbox"/> uses few details <input type="checkbox"/> few comparisons are made <input type="checkbox"/> uses more general than specific language <input type="checkbox"/> author's voice is sometimes evident	<input type="checkbox"/> lacks main idea and focus <input type="checkbox"/> details are missing or inaccurate <input type="checkbox"/> comparisons are not stated <input type="checkbox"/> writing contains overused vocabulary <input type="checkbox"/> author's voice is not evident

Check off the statements that apply to the piece being assessed. The column with the most checks represents the score for the piece. If you have checks in two columns, a fraction (e.g. 2.5) may be assigned. Non-scorable pieces do not meet enough rubric descriptors to rate a score. Column 3 is the standard.



Public Affairs Programming

Political pundits comment on politics, government and national interest issues. Conservative pundits include Robert Novak, John Sununu, Fred Barnes, William Kristol, Lynne Cheney; liberal pundits include Michael Kinsley, Al Hunt, Mark Shields, Julianne Malveaux.

Network weekend programs such as *Meet the Press*, *Face the Nation* and *This Week with David Brinkley* feature interviews with representatives of government and special interest groups. The interviews are frequently followed by a discussion of the issues by reporters and pundits.

Network/ Channel	Program	Time	Format
ABC	<i>This Week with David Brinkley</i>	Sunday morning	Interviews and discussion
	<i>Nightline</i>	Daily, late night	Interviews and analysis
CBS	<i>Face the Nation</i>	Sunday morning	Interviews
NBC	<i>Meet the Press</i>	Sunday morning	Interviews and discussion
PBS	<i>Washington Week in Review</i>	Friday night	Analysis
CNN	<i>The Capital Gang</i>	Saturday & Sunday	Discussion
	<i>Crossfire</i>	Daily	Discussion
	<i>Inside Politics</i>	Daily	Analysis
	<i>Newsmaker Saturday & Sunday</i>	Saturday & Sunday	Interviews
C-SPAN	<i>Road to the White House</i>	Weekly	Actual speeches, interviews



Print Resources

- Adatto, Kiku. *Picture Perfect: The Art and Artifice of Public Image Making*. New York: Basic Books, 1993.
Essays which explore the rise of images and their role in controlling the public's expectations of politics, news and entertainment.
- Bird, S. Elizabeth. *For Enquiring Minds: A Cultural Study of Supermarket Tabloids*. Knoxville: Tennessee: University of Tennessee Press, 1992.
A thoughtful analysis of the journalists, readers and conventions and expectations of tabloids.
- Jamieson, Kathleen Hall. *Dirty Politics*. New York: Oxford Press, 1992.
An analysis of the history and techniques of political campaign advertising that provides strong rubrics for developing critical viewing skills.
- Karp, Walter. "All the Congressmen's Men: How Capitol Hill Controls the Press." *Harper's*, July 1989.
The author shows how the news is shaped by those sources — in particular government officials — who have access to journalists.
- McKibben, Bill. *The Age of Missing Information*. New York: Random House, 1992.
The author compares what can be learned about the world as represented on television compared with direct experience.
- Mitroff, Ian and Bennis, Warren. *The Unreality Industry*. New York: Oxford University Press, 1989.
A critique of the culture of unreality, in news, entertainment and public relations.
- Postman, Neil and Powers, Steve. *How to Watch TV News*. New York: Basic Books, 1990.
An introduction to critical analysis of news media, with special attention to the newsmaking process, media economics and analysis of image, language and sound.
- Rank, Hugh. *Analysis of Persuasion: 10 Teaching Aids*. Park Forest, Il.: The Counter-Propaganda Press, 1986.
A collection of ten reproducible teaching aids to help students analyze commercial advertising and political persuasion.
- Rank, Hugh. *The Pep Talk*. Park Forest Il.: The Counter-Propaganda Press, 1982.
A detailed discussion of techniques students can use to analyze political persuasion.

Rank, Hugh. *The Pitch*. Park Forest, IL: The Counter-Propaganda Press, 1981.

A detailed discussion of techniques students can use to analyze the persuasion of advertising.

Ritchin, Fred. *In Our Own Image: The Coming Revolution in Photography*. New York: Aperture Press, 1990.

Explores the wide range of issues faced by readers and photojournalists regarding the increasing use of digital image technologies in print journalism.

Schudson, Michael. "Deadlines, Datelines and History." in *Reading the News* (eds. Robert Karl Manoff and Michael Schudson. New York: Random House, 1986.

An historical analysis of how journalistic routines, economic pressures and technology shape notions of journalistic objectivity.

Wurman, Richard Saul. *Information Anxiety*. New York: Bantam Books, 1989.

A discussion of why the information explosion has backfired, leaving people stranded between facts and real understanding. The book shows readers how to get the information they really need and how to use it effectively.

Video Resources

The Public Mind. (1-800-LEARNER)

Bill Moyers explores the impact of images on news, politics, relationships and public opinion in this 4-part series.

The Cronkite Report: Headlines and Sound Bites: Is That the Way It Is? Assignment
Discovery, The Discovery Channel (1-800-321-1832)

Explores the changing sense of journalistic responsibility in an era when pleasing the audience comes before the obligation to provide people with what they need to know.

Tuning in to Media: Literacy for the Information Age. Insight Media (1-212-721-6316)

Shows why analysis of news and entertainment programs is an essential skill and profiles teachers and students who have incorporated media analysis and production in the classroom.

Curriculum Resources

Citizenship in a Media Age. Los Angeles: Center for Media Literacy. (1-800-226-9494)

Twelve learning modules to explore the relationship between the press and democracy.

Global Question: Exploring World Media Issues. Los Angeles: Center for Media Literacy. (1-800-226-9494)

How media are transforming culture and politics around the world. Lesson plans, leader's guide and video.

Images of Conflict: Learning from Media Coverage of the Persian Gulf War. Los Angeles: Center for Media Literacy. (1-800-226-9494)

Lesson plans and activities, plus vide, designed to explore public opinion and media coverage of the war.