

JOURNALISM / INSTRUCTOR INFO

Summary

This lesson includes vocabulary, content, and engaging activities to help students learn about journalism, its history, its purpose, and how it can help conservation. Students will use data collected about sharks and shark conservation from the OCEARCH Global Shark Tracker and other resources to write informative articles and news reports.

Part 1. Introduction

Part 2. History of American Journalism

Part 3. Types of Journalism

Part 4. How Journalism Helps Conservation

Activity 1. Classroom Newspaper

Goals & Objectives

The students will:

- Learn a brief history of American journalism;
- Understand how journalism became what it is today;
- Learn about the different types of journalism;
- Learn how journalism can help wildlife.

Helpful Tips

1. The content in this lesson is related to OCEARCH and the Global Shark Tracker. Spend a few minutes getting familiar with the website and the tracker if you have not done so already. The Global Shark Tracker is also available as an app for iPhone and Android.
2. This lesson plan is designed to be adaptable to suit your specific needs. Use the entire lesson plan or just parts of it. This material can be expanded to be an entire unit or condensed for just one day in the classroom.
3. Vocabulary words will be underlined as they appear in the lesson plan. A complete list of vocabulary words is included as well.
4. Answers to questions and prompts for discussions will appear in italics.
5. Optional activities and content (side notes) will appear in a box. Use these to enhance your lesson and adapt it to suit your needs!
6. Have questions for OCEARCH Expedition Leader, Chris Fischer? Email info@OCEARCH.org to schedule a Skype session and let your students/child talk directly to Chris and the OCEARCH crew!
7. Email all questions about this lesson to info@OCEARCH.org.

// STANDARDS

This lesson aligns with the following TEKS:

Grade 3 Social Studies: 1A, 2A, 2B, 2C, 3A, 3B, 3C, 4A, 4B, 5A, 6A, 7A, 7B, 8A, 8B, 9A, 9B, 12B, 15A, 15B, 17A, 17C, 18A, 18B

Grade 4 Social Studies: 6A, 6B, 8C, 9A, 9B, 9C, 12B, 12C, 20B, 20C, 21A, 21B, 21C, 21D, 22A, 22B, 22C, 22D, 22E

Grade 5 Social Studies: 1A, 5A, 5B, 6A, 7A, 9A, 9B, 13B, 13C, 20A, 23C, 23D, 24A, 24B, 24C, 24D, 24E, 25A, 25B, 25C, 25D

Grade 3 Language Arts: 1A, 1D, 2A, 3A, 3E, 4A, 4C, 6A, 6B, 9B, 10A, 10C, 11B, 12A, 12C, 12D, 12F, 12G, 12I, 14B, 14C, 16A, 16C, 16D, 18A, 20A, 20C, 20D

Grade 4 Language Arts: 1A, 1C, 2A, 2C, 3C, 5B, 5F, 7A, 7B, 10B, 10G, 10J, 11A, 11B, 13A, 13B, 13E, 13F, 13G, 13H, 15A, 15B, 15C, 15F, 17A, 17B, 18C, 19A, 21A, 21B, 21E

Grade 5 Language Arts: 1A, 1C, 2A, 2C, 2D, 5A, 5B, 7A, 7B, 8B, 8C, 10F, 10G, 10J, 11A, 11D, 13A, 13B, 13C, 13E, 15B, 15C, 17B, 18C, 19A, 19C, 19H, 21A, 21B, 21C, 21F

STEM

This lesson plan aims to assist teachers in implementing a STEM-based program into their classroom while inspiring the next generation of explorers, scientists, and stewards of the ocean. Based on real science and the Global Shark Tracker™, this lesson is intended to promote environmental awareness and to prepare students for STEM careers.

JOURNALISM / VOCABULARY

Adapt - To become adjusted to new conditions or circumstances.

Environment - The surroundings or conditions in which a person, animal, or plant lives or operates.

Environmentalists - A person who is concerned with or advocates the protection of the environment.

Journalism - The activity or profession of writing for newspapers, magazines, or news websites or preparing news to be broadcast.

Literate - Able to read and write.

Medium - A channel or system of communication, information, or entertainment.

Newspaper - A printed publication (usually issued daily or weekly) consisting of folded unstapled sheets and containing news, feature articles, advertisements, and correspondence.

Pseudonym - A fictitious name, especially one used by an author.

Technology - The application of scientific knowledge for practical purposes, especially in industry.

JOURNALISM / PRE-LESSON ASSESSMENT

Use the following true/false and multiple-choice questions as an introduction/warm-up to the lesson topics. You can do this in a verbal or written format, as a game, individually, or as a whole class!

The questions do not need to be graded. They are intended to give the students an idea of what they will be learning and to see what they already know.

1. True or False

Print journalism is the oldest form of journalism.

Answer: False

2. Which is not a type of journalism?

- a. Radio
- b. Editor
- c. Television
- d. Multimedia

Answer: b.

3. True or False

Journalism has been around since before the 1600's.

Answer: True

4. Which is not a genre of journalism?

- a. Sports journalism
- b. Investigative journalism
- c. Scientific journalism
- d. Compatible journalism

Answer: d.

Name: _____

Date: _____

Journalism

Select the correct answer(s) to each of the following questions.

1) True or False

Print journalism is the oldest form of journalism.

2) Which is not a form of journalism?

- a. Radio
- b. Editor
- c. Television
- d. Multimedia

3) True or False

Journalism has been around since before the 1600's.

4) Which is not a genre of journalism?

- a. Sports journalism
- b. Investigative journalism
- c. Scientific journalism
- d. Compatible journalism

JOURNALISM / LESSON PLAN

PART 1. INTRODUCTION 3 mins.

Journalism is the activity or profession of writing for newspapers, magazines, or news websites or preparing news to be broadcast locally and globally. *Ask the students to give specific examples of the types of news they have heard in the past couple of days. Collect a few newspapers and distribute different sections to the class. Give them a few minutes to browse the paper. Are they surprised with the amount of information? Did they read something that they thought was interesting?*

Since the days of news being spread only by word of mouth, journalism has taken several different forms up until today's current form of news. *Ask the students to give examples of how we receive news now (television, newspaper, word of mouth, mobile apps, radio, etc.).* If it were not for these advances in journalism, it would take a lot longer for us to know what is happening around the world.

However, not every news outlet around the world is operated in the same way. Some are controlled by the government, which means the information they report has to be approved by government officials before they can even distribute the information. Here in the United States, however, it is very different. Journalism is protected by the Constitution under the First Amendment giving journalists more freedom of speech.

PART 2. HISTORY OF AMERICAN JOURNALISM 6-8 mins.

American journalism first began back in 1690, when a man named Benjamin Harris published a newspaper that only lasted one edition. Since the original thirteen colonies began to rapidly grow in the 1700's, printed news became popular in port cities because that was where the news was coming in. Originally written for the wealthy and educated citizen, newspapers were not easily available for the middle class or poor. However, as more people became literate, or able to read, this increased the demand for printed news. Newspapers tended to be very politically based and often times the authors of the articles would go by a pseudonym, or a fake name, due to their article highly criticizing or even lying about the politician they were writing about.

Before there was the technology for printed newspapers and pamphlets, news from neighboring towns was spread by word of mouth from traveling merchants, sailors, or other travelers. These traveling messengers would spread the news around every town they would visit. It was not until the 1700's that print became the primary medium of journalism and newspapers were the main printed source of news. Printed articles would take a long time make, especially since newspapers were at first hand crafted. Soon there was a shift away from this style into what was called a penny press that allowed newspapers to be printed faster and cheaper. This advancement made news more easily available to middle class people.

Later in the mid-1800's, magazines gained popularity. Magazines were not political like newspapers, but more for stories, poems, and gossip. The way of journalism remained basically the same, with a few updates in technology, until the 1920's

when radio broadcasting stepped into the journalism scene. Radio transitioned into television in the 1940's, but not becoming widespread until the 1950's and 1960's. Keeping with the fast paced industry, just twenty years later the global access to the internet once again revolutionized the way people received their news. Now with access to "free" news, people no longer have a need for subscriptions to different news publishers. This has impacted the printed side of journalism greatly since the early 2000's. Many publishers have either gone out of business or have had to adapt to the changing industry.

PART 3. TYPES OF JOURNALISM 10 mins.

A journalist's job is to find the story, research it, and report on their findings. Often, they define themselves by the way they tell their stories. You may not have thought about it before, but there are several different mediums or types of journalism that people can tell the news. In this section, we will be discussing the four main categories of journalism.

Print Journalism

As we learned in the previous section, printed news has been around for a long time and is one of the oldest forms of spreading the news on a large scale. People who are print journalists report for either a newspaper or for a magazine. These journalists can work for a single publication or can be a freelance journalist. Freelancing is when you work for different companies at different times, rather than being permanently employed by one company. Usually, a print journalist is paired with a photojournalist.

Photojournalism

The main priority for a photojournalist is to take pictures that tell a story. They are highly trained photographers who have years of experience at what they do. Whenever you see a picture, in the newspaper or a magazine, covering an event, it was taken by a photojournalist. Through one picture they can tell you a story. Photojournalist photograph anything from war to domestic issues, like local protests. Others focus on other issues like conservation and the issues happening with our planet.

Broadcast Journalism

Broadcast journalism is a type of news reporting presented to the public by TV or by radio, instead of being published in printed form. Not only are there two forms of broadcast journalism, but there are also two ways to be involved. You can be a behind-the-scenes journalist or you can be "on-air," which means you are either in front of the camera reporting the news or on the radio. Behind-the-scenes journalists do a lot of research and reporting, but their face or voice will never be seen or heard. Journalists that report the news on-air may do their own research or may read stories that were researched by their fellow colleagues.

Multimedia Journalism

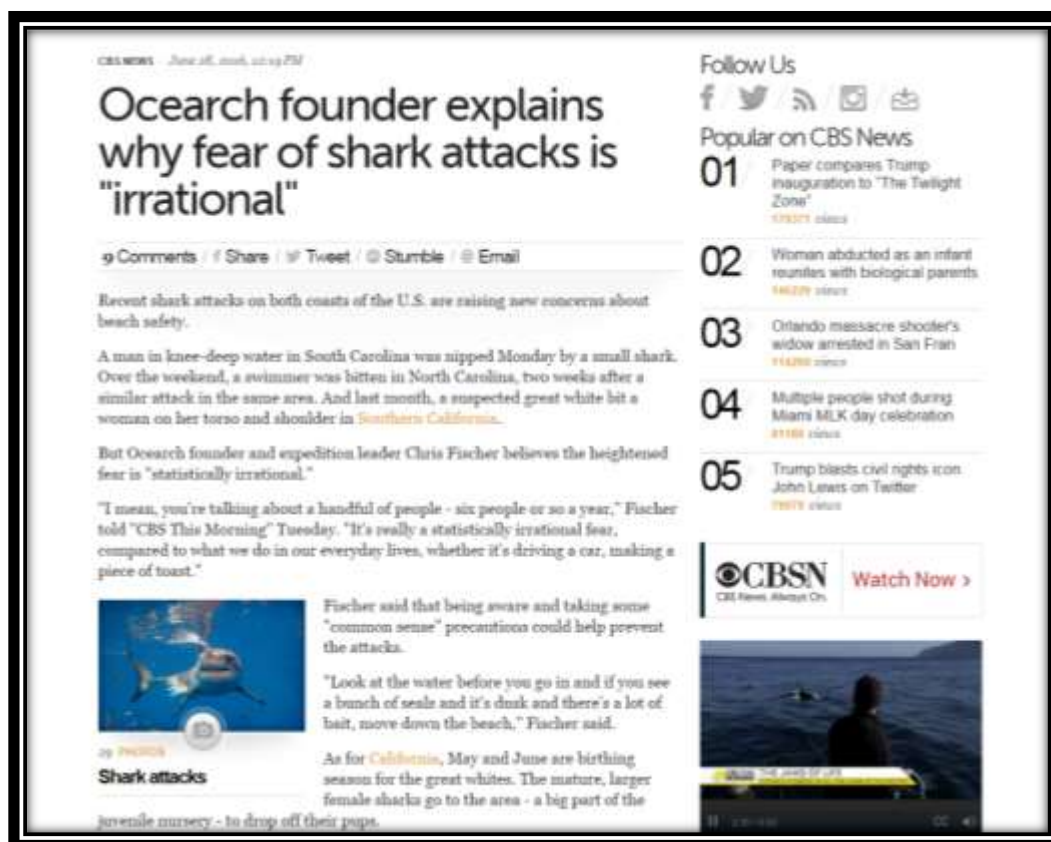
Multimedia journalism is when journalists combine text, images, sound, videos and graphics to tell a story. This form of journalism is the newest and fastest growing form due to the internet's rise in the early 2000's. This is also because multimedia journalists can use all forms at once. With multimedia journalism increasingly becoming the dominant type of journalism, print has suffered great losses. Printing publishers have closed down, and others have had to adapt and incorporate multimedia journalism into their business.

PART 4. HOW JOURNALISM HELPS CONSERVATION 5-8 mins.

For scientists to get their research results out to the general public, they use journalism as a "bridge." This bridge can go between scientists, the government, and the public. All three are connected to making changes in society and government policy. Through newspapers, journals, and other publications, the general public is presented with the results of research completed by environmentalists. These publications help to break up and simplify the scientific language for those who are not in a scientific field to understand. Once the general public understands the information, they can spread this new information around to people that they know. Journalism provides the government with feedback from the public. With enough support from the general public, journalists can urge the government to make improvements to current environmental preservation efforts or to establish new policies to protect a certain area or species better.

Since we rely on journalism to get our information, there is a huge responsibility on journalists to make sure the information they are putting out for the public to see is correct and accurate. Engaging with the locals will help educate them on the wildlife that lives in their surrounding area. Many times there are conflicts between humans and wildlife, due to misunderstandings and invasion on the wildlife's territory. If a journalist makes friends with the local people, they can help them start investigations about environmental cases in their community.

Journalists must realize that for attitudes to change towards the environment; it must be a community effort. It is not enough for individuals to recycle or to use reusable bags at the grocery store. It needs to be everyone making a conscience effort to improve the environment. Journalists writing for television news or multimedia should bring to people's attention the need for bigger changes as a whole. These same journalists can encourage the government for changes, such as reducing the use of plastic products and the benefits of recycling. Journalism has a strong voice that can be used to improve our world.



Grade Level: 3-5

Time Estimate: 45 mins.

JOURNALISM

/ACTIVITY 1.CLASSROOM NEWSPAPER

INTRODUCTION

In this activity, students will work together to create their own class newspaper all about sharks! Students will be assigned sections to write articles for and then do their own research and writing. This newspaper will be all-encompassing to include information about sharks, their habitat, threats to their populations, updates on the OCEARCH sharks, interviews with the OCEARCH crew, and more!

MATERIALS

- Pen, pencil, markers, colored pencils, etc.
- Paper
- Tape, glue
- Example newspapers
- Camera (optional)
- Computer

INSTRUCTIONS

Sections of the newspaper can be completed in groups (maximum of three students per group) or individually.

1. Give students time to explore and familiarize themselves with the OCEARCH website and the Global Shark Tracker™ (www.ocearch.org). They should be looking for inspiration for their newspaper.
2. Also give students a few minutes to browse the examples of newspapers provided. They should focus on the different sections and the types of articles included.
2. Allow students to decide what sections to include in their class newspaper. Encourage them to get creative! They can include a feature of one of the OCEARCH sharks, a breaking news section about shark finning, shark-related comic strips, an update on current OCEARCH expeditions, and more! As the sections are decided and assigned, write them on the board or have an "editor" keep track.
2. Give students time to research (online or in the library) for their newspaper section.
3. Students write their sections and news articles. News articles should include: an interesting headline (title) that summarizes the article, the author's name, factual information, pictures (optional), and quotes from professionals (optional).
4. Combine the student's articles together to create a newspaper to be displayed in the classroom for all to read! If multiple classes are participating in this activity, exchange completed newspapers for everyone to read.
5. Optional - Please share your work with the OCEARCH crew by emailing us a picture of your class's completed newspaper or by sharing on Facebook!