

PRIMARY SOURCES

Teacher Tips and Extension Activities

Use these tips and extensions to expand on the primary source mini-lesson. Keep in mind that the mini-lessons are designed to engage all learners, so that they feel confident and see the purpose of analyzing primary sources.

Source check activity: Journalistic standards (rules) dictate that a journalist must attribute or include their sources of information. No doubt you have to do the same when you write an essay for school. Sometimes information comes in the form of a caption below an image or a list of references at the end of the piece.

- **Ask students:** What piece of information is the most important to know and why? Title, author, publisher, place of publication, or year of publication? More challenging: What kinds of judgments can you make about a source if you know the elements of attribution?

Further investigation: Some students will gravitate more towards the process of analyzing primary sources and skill development, while others may want to take a deeper dive into the content. Additional content questions may include:

1. What additional questions do you have about the content?
2. What important information does Chester provide to readers in 1865 that might help them understand the event?
3. What important information does Chester provide that might help readers of today understand the Civil War?

Extension activities:

1. Go to bit.ly/jia-chester to take notes on the full passage by Thomas Morris Chester with the Annotator tool activity on the Journalism in Action website!
2. More Practice: Go to the Introduction page of Journalism in Action's Civil War case study at bit.ly/jia-cw. Choose one of the primary sources and complete the See, Think, Wonder questions from the mini-lesson. Ask if they think the source is a primary source and to explain why or why not.
3. Who else would you want to hear from to learn more about the story?

SECONDARY SOURCES

Teacher Tips and Extension Activities

Use these tips and extensions to expand on the mini-lesson. Keep in mind that the mini-lessons are designed to engage all learners, so that they feel confident and see the purpose of analyzing primary sources.

Source check activity: Journalistic standards (rules) dictate that a journalist must attribute or include their sources of information. No doubt you have to do the same when you write an essay for school. Sometimes information comes in the form of a caption below an image or a list of references at the end of the piece.

- **Ask students:** What piece of information is the most important to know and why? Title, author, publisher, place of publication, or year of publication? More challenging: What kinds of judgments can you make about a source if you know the elements of attribution?

More practice: To get a better sense of primary vs. secondary sources, examine the following four 4 examples. Each includes a topic of interest and a particular source. For each, state whether it is a secondary source and why or why not.

1. You are studying the 2019 World Series between the Houston Astros and the Washington Nationals. Your source is a TV segment recorded after the series in which the journalists or sports broadcasters discuss who was the best player in the series.
2. You are studying the role of baseball in American society. Your source is a TV segment recorded after the 2019 World Series in which the broadcasters discuss who was the best player in the series.
3. You are studying the Civil Rights Act, passed in 1964. Your source is a documentary released in 1985 that interviews many of the politicians involved in passing the law.
4. You are studying the Civil Rights Act, passed in 1964. Your source is an opinion piece published in a newspaper in 1964 advocating for passage of the act.

SECONDARY SOURCES

Teacher Tips and Extension Activities (cont.)

Further investigation: Some students will gravitate more towards the process of analyzing primary sources and skill development, while others may want to take a deeper dive into the content. Additional content questions may include:

1. What additional questions do students have about the content?
2. Where would they go to corroborate the scene depicted in the Revere litho?
3. Whose perspective is left out? Whose perspective is missing?
4. Why are some perspectives more likely to be preserved in history than others?
5. Have students brainstorm an essay topic for which they could use Revere's carving as a primary source.

Extension activities:

1. Go to bit.ly/jia-revere to take a closer look at Paul Revere's litho on the Journalism in Action website! Then, examine the Boston Gazette and Country Journal excerpt. Have your students answer the following questions:
 - a. What is the main idea of the excerpt?
 - b. Does the excerpt corroborate the message in Revere's litho (claim)? Explain with evidence to support your position (reasoning).
 - c. What additional information would you want to know to decide upon the validity of the Revere litho's message?
2. More Practice: Go to the Introduction page of Journalism in Action's American Revolution and Early Republic case study at bit.ly/jia-arer. Choose one of the sources, complete the See, Think, Wonder questions from the mini-lesson, and determine whether it is a secondary source.
3. Who else would you want to hear from to learn more about the moment in history captured by Revere? How would you find more sources?

JOURNALISM

Teacher Tips and Extension Activities

Use these tips and extensions to expand on the mini-lesson. Keep in mind that the mini-lessons are designed to engage all learners, so that they feel confident and see the purpose of analyzing primary sources.

Source check activity: Journalistic standards (rules) dictate that a journalist must attribute or include their sources of information. No doubt you have to do the same when you write an essay for school. Sometimes information comes in the form of a caption below an image or a list of references at the end of the piece.

- **Ask students:** What piece of information is the most important to know and why? Title, author, publisher, place of publication, or year of publication? *More challenging:* What kinds of judgments can you make about a source if you know the elements of attribution?

Tip 1: Remind students to check the caption below the source. Ask students: What piece of information about the source do you think is most important to know? Title, author, publisher, place of publication, or year? How does that information change how you see the story?

Tip 2: This is an example of *investigative journalism*. Students might be interested in talking about the pros and cons of taking an investigative approach to the news like Nellie Bly did. What are the advantages and disadvantages of making yourself the center of the story as a journalist?

Tip 3: Brainstorm together: What makes a good news story? What are some values, in addition to honesty, fairness, and verifying facts, that you think all journalists should stick to?

Extension activities:

1. Go to bit.ly/jia-bly to take notes on Nellie Bly's passage with the Annotator tool on the Journalism in Action website!
2. More Practice: Go to the Introduction page of Journalism in Action's Mental Health case study at bit.ly/jia-mh. Choose one of the primary sources and complete the See, Think, Wonder questions as well as questions 1-3 from the second page of the mini-lesson
3. Who else would you want to hear from to learn more about the moment in history captured by the source? How would you find more sources?

EYEWITNESSES

Teacher Tips and Extension Activities

Use these tips and extensions to expand on the mini-lesson. Keep in mind that the mini-lessons are designed to engage all learners, so that they feel confident and see the purpose of analyzing primary sources.

Source check activity: Remind students to check the caption below the source to help learn more about its origins and figure out whether a source is a primary source.

- **Ask students:** What piece of information about the source do you think is most important to know? Title, author, publisher, place of publication, or year? Explain.

Additional example: Take a look at the following scenario involving a car getting rear-ended. No one was hurt but it made the news because Trusty, a famous YouTube dog, was in the back seat. Who do you think makes the strongest eyewitness? Why?

Person A: "I witnessed a blue car rear-ending a red car as I left the supermarket."

Person B: "I was standing outside the supermarket and saw the blue car weaving in and out of traffic before rear-ending the red car."

Person C: "I was texting outside the supermarket but looked up as soon as I heard the crash. The red car stopped short. I'm a very good multitasker."

If you were reading this story in the news, and the journalist included quotes by Person C and not Person B, what conclusions might you draw? Now that you know that some eyewitnesses are more reliable than others, what additional questions would you ask?

EYEWITNESSES

Teacher Tips and Extension Activities (cont.)

Further investigation: Some students will gravitate more towards the process of analyzing primary sources and skill development, while others may want to take a deeper dive into the content.

1. What additional questions might students have about the content?
2. What important information does Riis present readers in the photo images that might help them understand the conditions in the tenement housing?
3. What important information does Riis present that might help readers of today understand the life of poor people?

Extension activities:

1. Go to bit.ly/jia-riis to take notes on Jacob Riis's image with the Annotator tool on the Journalism in Action website!
2. More Practice: Go to the Introduction page of Journalism in Action's Muckrakers case study at bit.ly/jia-m. Choose one of the primary sources and complete the See, Think, Wonder questions as well as questions 1-3 from the second page of the mini-lesson
3. Who else would you want to hear from to learn more about the story?
4. Do you know that wood engravings were made from Riis's photography and then printed in books and magazines? Learn more about wood engraving technology by doing some research in your school or town library.

EVIDENCE

Teacher Tips and Extension Activities

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Source check activity: Journalistic standards (rules) dictate that a journalist must attribute or include their sources of information. No doubt you have to do the same when you write an essay for school. Sometimes information comes in the form of a caption below an image or a list of references at the end of the piece.

- **Ask students:** What piece of information is the most important to know and why? Title, author, publisher, place of publication, or year of publication? More challenging: What kinds of judgments can you make about a source if you know the elements of attribution?

Further investigation: Some students will gravitate more towards the process of analyzing primary sources and skill development, while others may want to take a deeper dive into the content.

1. What additional questions do you have about the content?
2. What evidence does this article provide to researchers who are trying to understand the history of scientific understanding of climate change?
3. Have students find a contemporary article about climate change. What evidence is included in the article? How does it compare to the account in the Fergus Democrat?

Extension activities:

1. Go to bit.ly/jia-fergus to take notes on the full passage with the Annotator tool activity on the Journalism in Action website!
2. Have students go to bit.ly/ferguscounty to read the other entries on the page of the Fergus Democrat in which the climate article appears. What other concerns were presented to the readership on that day? What evidence is presented in those other clips?
3. More Practice: Go to the Introduction page of Journalism in Action's STEM case study at bit.ly/jia-s. Choose one of the primary sources and complete the See, Think, Wonder questions and questions 1-3 from the second page of this mini-lesson.
4. Who else would you want to hear from to learn more about how attitudes toward the environment were shaped in the 20th and 21st centuries?

INVESTIGATIVE JOURNALISM

Teacher Tips and Extension Activities

Use these tips and extensions to expand on the mini-lesson. Keep in mind that the mini-lessons are designed to engage all learners, so that they feel confident and see the purpose of analyzing primary sources.

Source check activity: Remind students to check the caption below the source to help figure out whether a source is a primary source.

- **Ask students:** What piece of information about the source do you think is most important to know? Title, author, publisher, place of publication, or year? Explain.

Further investigation: Some students will gravitate more towards the process of analyzing primary sources and skill development, while others may want to take a deeper dive into the content.

1. What additional questions might students have about the content?
2. What evidence does this article provide to researchers who are trying to understand the history of investigative journalism or the Watergate scandal?
3. Have students find a contemporary example of investigative journalism. What evidence has been uncovered by the journalists, and how was it uncovered? What do the journalists still seem to be investigating?
4. Go to bit.ly/jia-wells to compare the Watergate investigation to another milestone of investigative journalism, Ida B. Wells' Red Report on lynching in the United States. How was Wells' approach different? What investigative methods did she use?

Extension activities:

1. Have students research the Watergate reporting of Woodward and Bernstein. What steps did the journalists take immediately after the court hearing described above?
2. More Practice: Go to the Introduction page of Journalism in Action's STEM case study at bit.ly/jia-s. Choose one of the primary sources and complete the See, Think, Wonder questions as well as questions 1-3 from the second page of the mini-lesson.
3. Who else would you want to hear from to learn more about how investigative journalism has changed from the Watergate era through to today?

PHOTOJOURNALISM

Teacher Tips and Extension Activities

Use these tips and extensions to expand on the mini-lesson. Keep in mind that the mini-lessons are designed to engage all learners, so that they feel confident and see the purpose of analyzing primary sources.

Source check activity: Journalistic standards (rules) dictate that a journalist must attribute or include their sources of information. No doubt you have to do the same when you write an essay for school. Sometimes information comes in the form of a caption below an image or a list of references at the end of the piece.

- **Ask students:** What piece of information is the most important to know and why? Title, author, publisher, place of publication, or year of publication? *More challenging:* What kinds of judgments can you make about a source if you know the elements of attribution?

Further investigation: Some students will gravitate more towards the process of analyzing primary sources and skill development, while others may want to take a deeper dive into content.

1. What are a few features in the photo that allow viewers to experience empathy? What else is presented in the photograph?
2. How many times is the UFW's symbol of the eagle presented in the photo? What do you think the eagle represents?

Extension activities:

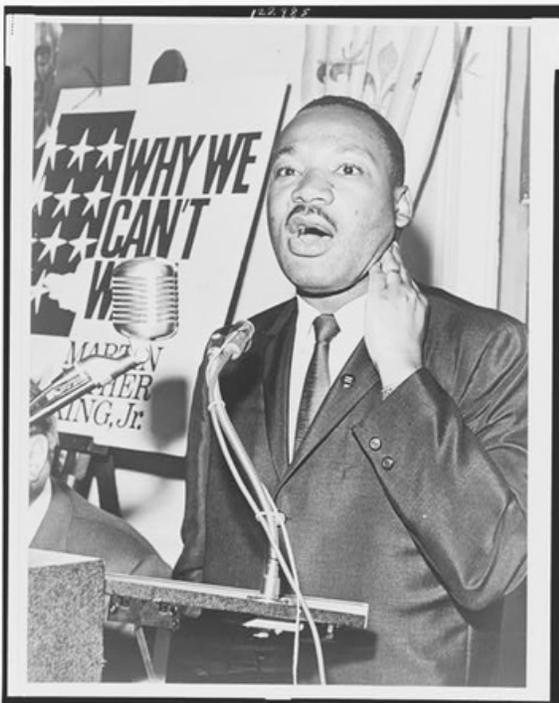
1. Go to bit.ly/jia-ufw to complete the full Annotator tool activity on UFW and the California Grape Strike on the Journalism in Action website!
2. Go to to.pbs.org/3fSqh45 to watch Tell Me More with Kelly Corrigan: Dolores Huerta and have students take notes as they watch. Then have students visit the Dolores Huerta Foundation website (doloreshuerta.org) to see the causes that Dolores Huerta is focusing on today.
3. Learn more about photojournalist Glen Percy and see more of his Civil Rights Movement photographs at bit.ly/jia-pearcy and read his obituary in the *Washington Post*.
4. Go to to.pbs.org/3T1krLZ to watch an interview with Professor Jonathan Rieder about his new book, *Gospel of Freedom: Martin Luther King, Jr.'s Letter from Birmingham Jail*. Have students read King's "Letter from Birmingham Jail" (individually or in small groups) and have them record the main idea of each passage or write questions for each section.

PHOTOJOURNALISM

Teacher Tips and Extension Activities (cont.)

More practice: Former *Washington Post* publisher Philip Graham is credited with saying, “the news is the first rough draft of history.” Photojournalists give us a glimpse of the people, events, emotions, and surroundings that allow the public to experience empathy and ask questions based on what is presented in the photograph. Take a look at this example:

The photograph of Dr. Martin Luther King, Jr. was captured by Walter Albertin on June 8, 1964, at a press conference for King’s book *Why We Can’t Wait*. Ask your students: What actions do you think the public had upon examination of the photograph? What further observations could you make about the Civil Rights Movement? Responses might include:



- Some may be prompted to read *Why We Can't Wait* and Dr. King's other books.
- Others may become aware that King had written books. You could introduce them to Dr. King's iconic Letter from Birmingham Jail, which is featured in the book.
- Students might have questions about King's age at the time of the photograph and the publication of the book. Students might be surprised to learn that King was in his early 30s when this photograph was taken, and it might inspire them to take action knowing that someone could make such a powerful impact on the world at such a young age.
- The role that photojournalists play and the use of pictures as a primary source is often an underutilized driver of discussion and discovery.

Use the following questions to compare and contrast the photos of Dr. King and Dolores Huerta:

1. What do students not see in the images of Dr. King and Dolores Huerta?
2. Who is not in the frame of the images of Dr. King and Dolores Huerta picture who might be nearby?
3. What additional questions do students have about the photographs?
4. What important information do the images of Dr. King and Dolores Huerta provide that might help students make connections with protest movements today?

COMMENTARY

Teacher Tips and Extension Activities

Use these tips and extensions to expand on the mini-lesson. Keep in mind that the mini-lessons are designed to engage all learners, so that they feel confident and see the purpose of analyzing primary sources.

Source check activity: Journalistic standards (rules) dictate that a journalist must attribute or include their sources of information. No doubt you have to do the same when you write an essay for school. Sometimes information comes in the form of a caption below an image or a list of references at the end of the piece.

- **Ask students:** What piece of information about the source of an op-ed is the most important to know and why? Title, author, publisher, place of publication, or year of publication? More challenging: How can these details help you understand the origin, reliability, or perspective of the media source?

Extension activities:

1. Go to bit.ly/jia-cronkite to complete the full activity on Walter Cronkite using the magnifier tool on the Journalism in Action Website
2. More Practice: Go to the Introduction page of Journalism in Action's Vietnam War case study at bit.ly/jia-vw. Choose one of the primary sources and complete the See, Think, Wonder questions.
3. Who else would you want to hear from to learn more about the story? Whose perspective or opinion was missing from the examples provided?

COMMENTARY

Teacher Tips and Extension Activities (cont.)

Further investigation: How do you think Walter Cronkite eventually got to the point where he delivered a full monologue about his thoughts on Vietnam? Cronkite, like most journalists during Vietnam, were supportive of the war and reported the news based on what information the government gave them. This practice continues today through press conferences led by White House and Pentagon officials. However, the journalists' duty is to sift through official reports and press releases to discover the full story.

Take a look at the following two videos and answer the following questions, which might help you answer the question about Cronkite above and why some journalists end up becoming opinion columnists after years of news reporting. Watch the first 2:40 minutes of the government-produced video "Why Vietnam?" at bit.ly/jia-whyvietnam. Then go to bit.ly/jia-atissue read an excerpt of the transcript from WNET's "At Issue; The Stakes in Vietnam," which brought together journalists and professors to share their opinions about the war.

1. Use the See, Think, Wonder questions from the mini-lesson.
2. What important information do the two pieces present that might help you understand why most of the public including journalists supported the war? What did you hear that might change people's opinions about the war?
3. Whose perspectives did you notice were absent from the pieces?

BIAS

Teacher Tips and Extension Activities

Use these tips and extensions to expand on the primary source mini-lesson. Keep in mind that the mini-lessons are designed to engage all learners, so that they feel confident and see the purpose of analyzing primary sources.

Tip 1: Help students understand that there were (and still are) different perspectives on historical individuals and events.

Tip 2: Ask students to consider what facts are included and left out of historical accounts. Encourage students to examine language and look up the definitions of words to determine a source's bias.

Tip 3: Remind students that they should examine their own work for evidence of bias. After all, we all have biases!

Discussing bias: Students should know that bias can be unintentional, or it can purposefully distort the news.

1. "Implicit biases" are deep-seated biases that people are unaware of holding. Bias does not have to be conscious or intentional to potentially distort the way a journalist reports the news.
2. Bias may lead journalists unintentionally to share misinformation, or incorrect facts. Bias that results in intentional manipulation or distortion of facts is referred to as disinformation. Students can learn more [here](#).

Source check activity: Journalistic standards, or guidelines, dictate that a journalist must attribute or include their sources of information

- **Ask students:** Do you think journalists should be required to share a list of references at the end of their stories, similar to what you are required to do when writing essays? How might this help determine bias?

Extension activities:

1. More Practice: Go to the Introduction page of Journalism in Action's World War II case study at bit.ly/jia-wwii. Choose one of the primary sources and complete the See, Think, Wonder questions. Ask students: What words and images does the journalist use to describe their point-of-view? What bias does the journalist show, if any?
2. Choose a journalistic primary or secondary source (reporting or editorial) from any case study on the Journalism in Action site. Ask students:
 - a. What words and images does the author use to describe the subject that suggest a point-of-view?
 - b. What is the author's point-of-view?
 - c. Do you think the author or journalist shows unfair bias? Explain.

WHOSE VOICES ARE MISSING?

Teacher Tips and Extension Activities

Use these tips and extensions to expand on the mini-lesson. Keep in mind that the mini-lessons are designed to engage all learners, so that they feel confident and see the purpose of analyzing primary sources.

Source check activity: Remind students to check the caption below the source to help learn more about its origins and figure out whether a source is a primary source.

- **Ask students:** What piece of information about the source do you think is most important to know? Title, author, publisher, place of publication, or year? Explain.

Further investigation: Some students will gravitate more towards the process of analyzing primary sources and skill development, while others may want to take a deeper dive into the content. Additional content questions may include:

1. What additional questions do you have about the content?
2. What's the context behind the schools for native children set up by the U.S. government? Research what the government's goals were in creating the schools and what living conditions native children faced inside them.
3. What does the author of this article mean by the word "civilized?" Do they mean something they're not explicitly saying?

Extension activities:

1. More Practice: Go to the Introduction page of Journalism in Action's American Indian case study. Choose one of the primary sources and complete the See, Think, Wonder questions.
2. Research the history of the land on which your school sits. Google "land acknowledge map" for your city/state.
3. Who else, specifically, would you want to hear from to learn more about the story?

MEDIA OWNERSHIP AND EDITORS

Teacher Tips and Extension Activities

Use these tips and extensions to expand on students' understanding of the media ownership mini-lesson. The Mini-Lessons are meant to engage *all learners* so they feel confident and have fun working with primary sources.

Make modern-day connections: As you know, modern-day connections make history more meaningful to students. In regards to media ownership, you may want to discuss media owners today, including Amazon's founder and chairman Jeff Bezos, who owns The Washington Post.

The family of Australian-born Rupert Murdoch owns many huge global media outlets, including Fox News and The Wall Street Journal. Conduct some research on these individuals and ask your students how owners' motivations and perspectives might affect how media companies report on and analyze stories.

Further investigation: Some students will gravitate more towards the process of analyzing primary sources, while others may want to take a deeper dive into the content. To learn more about William Randolph Hearst and Joseph Pulitzer and yellow journalism, check out the [Library of Congress's resources](#).

Extension activities:

1. The editors of *The Recorder* (who also owned the paper) added their commentary on the front page following the 1848 women's rights convention in nearby Seneca Falls, New York. Read their post and answer the questions below.

The following is from the Declaration of Sentiments made at the Woman's Rights Convention, held at Seneca Falls, on the 19th and 20th [of last month]. The "Declaration" adapts the language of that of "Independence" to the grievous bondage of woman in the nineteenth century. We need not say we think the movement excessively silly: nevertheless many of our readers will have the curiosity to run through this formidable document.

"Woman's Rights" *The Recorder*, Syracuse, NY. August 3, 1848.

- What does the article tell us about how the editors viewed the movement for women's rights? Look for clues including punctuation and the words they use.
- How do the editors think their readers see the movement for women's rights?

2. Examine the [Woman's Journal and Suffrage News](#) and its owners in the suffrage case study, a newspaper dedicated to issues affecting women, and complete the See, Think, Wonder questions.

AUDIENCE

Teacher Tips and Extension Activities

Use these tips and extensions to expand on the mini-lesson. Keep in mind that the Media Literacy Mini-Lessons are designed to engage *all learners* so that they feel confident and see the purpose of analyzing sources.

Source check activity: Journalistic standards (rules) dictate that a journalist must attribute or include their sources of information. No doubt you have to do the same when you write an essay for school. Sometimes information comes in the form of a caption below an image or a list of references at the end of the piece.

- **Ask students:** What piece of information is the most important to know and why? Title, author, publisher, place of publication, or year of publication? *More challenging:* What kinds of judgments can you make about a source if you know the elements of attribution?

Extension activities:

1. Practice: Go to the Introduction page of Journalism in Action's Gender Equality case study at bit.ly/jia-ge. Choose one of the primary sources and complete the See, Think, Wonder question from the mini-lesson.
2. Who else would you want to hear from to learn more about the moment in history captured by the source? How would you find more sources?
3. In the following activity, conduct a one-minute internet search of each of the following five news publications. What guess would you make about the audience of that publication?
 - a. The *Detroit Jewish News* (www.thejewishnews.com/)
 - b. *Seventeen Magazine* (www.seventeen.com/)
 - c. Bloomberg Businessweek (www.bloomberg.com/businessweek)
 - d. The Root (www.theroot.com/)
 - e. The *Chronicle of Higher Education* (www.chronicle.com/)