

Journalism in Action: Educator Guides

Welcome to *Journalism in Action*! Use these educator guides as a tool to help you quickly navigate the case studies.

Each guide provides a summary of how that particular case study supports the concept of journalism's critical role in shaping America, and in some cases, why we decided on a particular primary source.

One of our primary objectives is to provide tips for how you might include these case studies in your social studies, English, or journalism curricula. This is not an exhaustive list by any means, and we encourage you to use parts or all of the case studies in the way you see fit for your classes.

As for using *Journalism in Action* for assessments, all of the primary source activities can be downloaded and emailed to you as the teacher or uploaded to learning management systems to be shared with the whole class. Assessments might include the magnifier, annotation, and social media interactives, which require students to reflect on and analyze a variety of news sources. The final Create Your Own Story interactive allows students to write a short editorial on a topic of their choice.

The standards guiding the project include Common Core; College, Career, and Civic Life (C3) Framework; and International Society of Technology Education (ISTE). We also provide a list of additional resources for each topic. We are always looking for ways to improve *Journalism in Action*, so please send us feedback using [this form](#) or email education@newshour.org.

And if you're interested in more primary source material for your classroom, extensive primary source-based teacher resources are available from the Library of Congress at loc.gov/teachers.

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Educator Guide

Case Study 1: Native American History

NEW: A [supplementary vocabulary guide](#) (Google doc) is now available for this case study. PDF version [here](#).

Note: In addition to extraordinary achievements made by Native Americans, this case study also contains difficult and painful topics, including the genocide, ethnic cleansing and sexual and physical abuses committed against Native Americans. Please carefully review all the material ahead of time to assess whether or not they are appropriate for your classroom.

Why did we choose this case study to support the overall goals of “Journalism in Action”?

Throughout the 19th century and into the 20th, most journalists produced biased views of American Indians. These views justified the removal of tribes who had lived on Turtle Island (North America) for thousands of years, in order to clear the way for “Manifest Destiny,” the appropriation of lands from the Atlantic to the Pacific as a result of settler colonialism. The most famous of these efforts, the Cherokee Removal, resulted in the deadly decimation of the Cherokee Nation.

Newspaper reports created images of Indian savagery and lauded the campaign to “Americanize” and “civilize” generations of Native children. The US government removed American Indian children from their families and sent them to boarding schools which stripped them of their languages and their culture. The media misrepresented a peaceful prayer ceremony called the Ghost Dance, which culminated in the murder of some 300 Lakota people at Wounded Knee.

More recently, journalists have worked to correct this record. Editorials point out the hurtful nature of Indian mascots. Lessons which acknowledge and give the accurate history of the land are becoming more common in classrooms across the country. A new generation of American Indian journalists like Mark Trahant and Jourdan

Bennett-Begaye, editor-at-large and managing editor of *ICT (Indian Country Today)*, respectively, give eloquent voices to issues facing Native Americans today.

Where in a social studies, English, and journalism class would this unit fit?

American Indian culture and history
Tribal Sovereignty
Civil Rights and the American Indian Movement
Andrew Jackson and the Trail of Tears (1828-1845)
Treat history and land issues (“Westward expansion” and “manifest destiny”)
Bias and prejudice
History of US Constitution
Women’s Rights
Media literacy

In what ways could this case study be used as an assessment?

- In place of a book report or short paper
- As a study in media literacy
- As an enrichment or extra credit activity
- In collaboration with a technology or media specialist’s computer lab visit

What standards are addressed?

Common Core ELA History / Social Studies:

Grades 6-8

CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Grades 9–10

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Grades 11–12

CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards:

Grades 6-8

D4.3 6-8 Presentations and explanations of arguments in various forms

Grades 9-12

D4.3.9-12. Presentations and explanations of arguments in various forms

International Society of Technology Education (ISTE) Standards for Students:

1c. Empowered Learner: Students use technology to seek feedback and demonstrate their learning in a variety of ways.

3b. Knowledge Constructor: Students evaluate the credibility of sources.

6c. Creative Communicator: Students clearly communicate complex ideas using a variety of digital objects.

What are some more activities and resources we recommend on this topic?

1. Understanding the Significance of Tribal Sovereignty

Watch the MacNeil/Lehrer segment "[Indians in Maine](#)," beginning minute 2:15, where the two journalist-hosts interview tribal chief governor John Stevens, the tribal legal representative Thomas Tureen, and the Maine District Attorney Joseph Brennan. Focus on **observing** and listening deeply to the questions asked, and who is given the opportunity to speak at length. Complete questions below to answer.

Discussion questions:

- In the introduction of the segment, journalist and host Robert MacNeil describes the treaty as “ancient.” What does the word “ancient” make you think of? How might language like “ancient” reflect the interviewer’s perspective on the treaty?
- What other language used in the interview do you think reflects perspectives of the interviewer and interviewees?

2. Battle of Little Bighorn

[PBS Sitting Bull Biography](#)

[LOC Photo of Sitting Bull and Buffalo Bill](#)

3. Boarding Schools

A. Read ["Uncle Sam's Indian Wards"](#) in the Nebraska Tribune from 1916 and answer the discussion questions below. Here is the text version:

No other bureau in any other department of the United States government employs as many men and women in its field of work as does the office of Indian Affairs. Here is an office which in a vital way has control of the affairs of 350,000 people who once owned all of the continental United States . . . It is recognized by everybody that the Indian has certain rights of fostering care and of direction along the road to civilization, prosperity and health . . . The knowledge of industrial and domestic activities...centers more or less around the conditions essential to the proper maintenance and improvement of the rural home . . .The idea is to hurry the day when the Indian no longer will be wholly or in part a consumer of things provided for him, but will be a producer on his own behalf.

Discussion questions:

1. What do you notice and think about after reading the excerpt from the article?
2. Can you find words in this excerpt that reveal this journalist’s bias?
3. Can you find where this journalist uses hyperbole (exaggeration) in this excerpt? Do you think journalists should use hyperbolic (exaggerated) language in their reporting? Why or why not?

B. Childhood sexual abuse in Catholic mission [schools](#) also took place throughout Indian country including Alaska, and led to multi-million dollar class action lawsuits. One

victim, Elsie Boudreau, Yupik (Alaska Native), became one of the first [to share her story](#) about a well-known Catholic priest who sexually abused her and at least 20 other girls and women. Boudreau has become a [fierce advocate](#) for victims of sexual abuse, and said, “My hope for you and all our Native people who have been impacted is that through collective healing, we can be the heroes our children deserve and so need. Healing is possible.”

4. Wounded Knee:

A. On December 29, 1890, U.S. Cavalry troops went into the Pine Ridge Reservation in South Dakota to disarm the Lakota people. By the time the massacre known as Wounded Knee was over, more than 300 Lakota men, women, and children were slaughtered. Examine this news article ["Indians in a Trap"](#) for media literacy skills, including bias and perspective.

B. Examine this newspaper illustration from the Nez Perce war, including U.S. Army camp on the North Pacific Railroad (top section, upper left); Fort Wal-lu-la on the Columbia River (top section, bottom left); Nez Percé boy and baby (top section, top right); village of Nez Perce (top section, bottom right); the village of Lapwai, headquarters of the Nez Perce agency in Idaho (middle section); portrait of Quak-hum, a chief of the [Nez Perce](#) (Center oval); U.S. soldiers pursuing Chief Joseph (bottom section).

Educator Guide

Case Study 2: The American Revolution and Early Republic

NEW: A [supplementary vocabulary guide](#) (Google doc) is now available for this case study. PDF version [here](#).

Why did we choose this case study to support the overall goals of “Journalism in Action”?

Like American law, American journalism was spawned from the British tradition. Newspapers in several major colonial cities used an expansive network of local papers to spread the news from Great Britain and, essentially, the world. American revolutionaries used this network to arouse public sentiment against the British. The constant barrage of news, propaganda and popular literature kept people’s spirits up, kept them informed and gave the impression that opposition to British rule was more unified than perhaps it was.

After Independence, as the young country struggled, some of the best American political minds wrote exhaustive essays on the merits of the new Constitution. John Jay, James Madison and Alexander Hamilton wrote a total of 85 articles, expertly analyzing the Constitution’s division of powers and its limits on power for all the public to see.

Political parties emerged in the last decade of the eighteenth century. By the election of 1800, partisanship was in full bloom with two very different views of America’s future. The Federalists, led by John Adams, and the Democratic Republicans, led by Thomas Jefferson, used their partisan newspapers to promote their agenda.

Where in a social studies, English and journalism class would this unit fit?

- Civic education, First Amendment, freedom of press; civic virtue, public interest groups, civic duty
- US history, American Revolution, constitutional history, the election of 1800
- Cultural studies, the Civil War, the impact of technology, influences on public opinion

- English Language Arts, impact of the written word, writing skills, editing skills
- Journalism, muckrakers, impact of mass communication, photojournalism, news reporting, investigative journalism, the impact of television
- Learning skills, observation, assessment, summary

In what ways could this case study be used as an assessment?

- An alternative for or addition to a short paper
- Enrichment or extension activity
- Integrated learning activity, history, journalism, ELA

What standards are addressed?

Common Core ELA History / Social Studies

Grades 6-8

- CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Grades 9–10

- CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Grades 11–12

- CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

Grades 6-8

D4.3 6-8 Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

Grades 9-12

D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

International Society of Technology Education (ISTE) Standards for Students:

- 1c. Empowered Learner: Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- 2c. Digital Citizen: Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- 3b. Knowledge Constructor: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- 6b. Creative Communicator: Students create original works or responsibly repurpose or remix digital resources into new creations.
- 6c. Creative Communicator: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

What are some more resources we recommend on this topic?

- Library of Congress, Ida B. Wells
<https://www.loc.gov/rr/news/topics/ida.html>
- Library of Congress, Jacob Riis
<https://www.loc.gov/exhibits/jacob-riis/writer.html>
- Library of Congress, “Books That Shaped America”
<https://www.loc.gov/item/prn-12-123/books-that-shaped-america-exhibition/2012-06-21/>
- Constitutional Rights Foundation, Upton Sinclair
<http://www.crf-usa.org/bill-of-rights-in-action/bria-24-1-b-upton-sinclairs-the-jungle-muckraking-the-meat-packing-industry.html>

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Case Study 3: The Civil War

Why did we choose this case study to support the overall goals of “Journalism in Action”?

The Civil War: one of the most consequential events in American history. Newspaper editors and publishers knew this was the biggest story of the century and wanted to make sure the public knew about it.

Journalists went to the battlefields and recorded events on the ground in real time. Their reports were sent via telegraph to big-city newspapers, which published the stories and disseminated them to newspapers across the country. In that way, the country at large knew what was happening within days. Thousands of photographs were taken, and though they were not published in newspapers, replicas were often etched and printed. These photographs were displayed publicly and with the news reports, had a major impact on the public as they described the terrible realities of war.

During this time, journalism came of age. Newspapers became large-scale businesses with nationwide reach. In shorter order, their influence was extended through the rest of the nineteenth and into most of the twentieth century. And the nation changed as well. The information explosion in the nineteenth century led to the expansion of public education and an increasingly informed populace that was increasingly civically engaged, beginning with the progressive movement a few years after the conclusion of the Civil War.

Note: Primary Source 2 of this case study uses a graphic image that students may find disturbing. The slide includes a link where students can examine a well known photograph of a formerly enslaved person with brutal scars from whipping during his time in slavery. Gordon (who was called “Whipped Peter” by newspapers) escaped slavery in 1863, and the photograph of his back taken during medical examination was widely distributed in northern US and European newspapers as a lithographic copy. It is included here because the image was widely deployed during the Civil War to move public sentiment against slavery and demonstrates the power of media to shape public opinion using shocking imagery.

Still, students and teachers may be uncomfortable examining the image in detail. You may determine this image is not appropriate for your class and simply skip to the next case study. Or you may decide to provide context to your students before viewing the image. Similarly, Primary Source 4 offers an unsparing first-person account of a slave auction by Frederick Douglass. Teachers may want to review the account before presenting it to the class to determine if it's appropriate and if additional context may be needed.

Where in a social studies, English and journalism class would this unit fit?

- Civic education, First Amendment, freedom of press; constitutional crisis, amendment process
- US history, the Industrial Age, the Civil War, politics of war, Civil War battles, Reconstruction
- Cultural studies, the Civil War, the impact of technology, influences on public opinion
- English Language Arts, impact of the written word, writing skills, editing skills
- Journalism, impact of mass communication, photojournalism, news reporting
- Learning skills, observation, assessment, summary

In what ways could this case study be used as an assessment?

- An alternative for or addition to a short paper
- Enrichment or extension activity
- Integrated learning activity, history, journalism, ELA

What standards are addressed?

Common Core ELA History / Social Studies

Grades 6-8

- CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Grades 9–10

- CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

· CCSS.ELA-LITERACY.RH.9-10.5

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Grades 11–12

· CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

· CCSS.ELA-LITERACY.RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs and larger portions of the text contribute to the whole.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

Grades 6-8

D4.3 6-8 Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

Grades 9-12

D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

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2c. Digital Citizen: Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

3b. Knowledge Constructor: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

6b. Creative Communicator: Students create original works or responsibly repurpose or remix digital resources into new creations.

6c. Creative Communicator: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

What are some more resources we recommend on this topic?

- Library of Congress, The Civil War in America:
<https://www.loc.gov/exhibits/civil-war-in-america/>
- Futurity, “How the US Civil War Changed Journalism”
<https://www.futurity.org/how-the-us-civil-war-changed-journalism/>
- Washington Post, “How the Civil War Gave Birth to Modern Journalism in the Nation’s Capital”
https://www.washingtonpost.com/lifestyle/style/how-the-civil-war-gave-birth-to-modern-journalism-in-the-nations-capital/2012/02/24/gIQAIMFpmR_story.html?utm_term=.954e626f171a

If you’re interested in more primary source material for your classroom, extensive primary source-based teacher resources are available from the Library of Congress at loc.gov/teachers.

Educator Guide

Case Study 4: Covering Mental Health

NEW: A [supplementary vocabulary guide](#) (Google doc) is now available for this case study. PDF version [here](#).

Why did we choose this case study to support the overall goals of “Journalism in Action”?

The Progressive Era (1890s–1920s) was a response to the excesses of the Gilded Age (1870s–1900s) and the negative effects of the Industrial Revolution in the United States. There was great wealth held by the few and massive poverty experienced by the many. Society was also changing. The traditional female roles of wife, mother and homemaker were being challenged by educated, determined women who sought a different path for themselves.

In the late nineteenth century, a small group of muckraking female journalists cast away the bonds of male chauvinism, taking on assignments that placed them in uncomfortable and sometimes dangerous situations. One of these women was Nellie Bly. After spending time writing for the Society Section of several newspapers, she landed a job at the prestigious *New York World* newspaper.

In 1887, Bly secretly had herself committed to the Women's Lunatic Asylum on Blackwell Island in New York City. There she experienced the filthy conditions and abusive treatment firsthand. Soon after, the *New York World* published a series of articles that were later compiled into a book, *Ten Days in a Mad-House*. The articles caused a major sensation, prompting city officials to implement reforms and bringing Bly lasting fame.

Where in a social studies, English and journalism class would this unit fit?

- Civic education, First Amendment, freedom of press; civic virtue, public interest groups, civic duty
- US history, the Industrial Age, the Progressive Era

- Cultural studies, the Civil War, the impact of technology, influences on public opinion
- English Language Arts, impact of the written word, writing skills, editing skills
- Journalism, muckrakers, impact of mass communication, photojournalism, news reporting, investigative journalism, the impact of television
- Learning skills, observation, assessment, summary

In what ways could this case study be used as an assessment?

- An alternative for or addition to a short paper
- Enrichment or extension activity
- Integrated learning activity, history, journalism, ELA

What standards are addressed?

Common Core ELA History / Social Studies

Grades 9–10

- CCSS.ELA-LITERACY.RH.9-10.1
Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.RH.9-10.8
Assess the extent to which the reasoning and evidence in a text support the author's claims.

Grades 11–12

- CCSS.ELA-LITERACY.RH.11-12.1
Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.RH.11-12.2
Determine the central ideas or information of a primary or secondary source.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

Grades 6-8

D4.3 6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral

technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

Grades 9-12

D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

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- 3b. Knowledge Constructor: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- 6b. Creative Communicator: Students create original works or responsibly repurpose or remix digital resources into new creations.
- 6c. Creative Communicator: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

What are some more resources we recommend on this topic?

- Library of Congress, Ida B. Wells
<https://www.loc.gov/rr/news/topics/ida.html>
- Library of Congress, Jacob Riis
<https://www.loc.gov/exhibits/jacob-riis/writer.html>
- Library of Congress, "Books That Shaped America"
<https://www.loc.gov/item/prn-12-123/books-that-shaped-america-exhibition/2012-06-21/>
- Constitutional Rights Foundation, Upton Sinclair
<http://www.crf-usa.org/bill-of-rights-in-action/bria-24-1-b-upton-sinclairs-the-jungle-muckraking-the-meat-packing-industry.html>

If you're interested in more primary source material for your classroom, extensive primary source-based teacher resources are available from the Library of Congress at [loc.gov/teachers](https://www.loc.gov/teachers).

Educator Guide

Case Study 5: Women's Suffrage

NEW: A [supplementary vocabulary guide](#) (Google doc) is now available for this case study. PDF version [here](#).

Why did we choose this case study to support the overall goals of “Journalism in Action”?

Starting with the Seneca Falls Declaration in 1848, publication in newspapers and flyers was essential to the cause of women's rights. A small group of feminists grew due to that publicity, and its adherents throughout the United States reprinted editorials by women's rights advocates like Ida Wells-Barnett, the featured journalist in this case study.

When Susan B. Anthony was arrested and tried for voting in Rochester, New York, in the presidential election of 1872, she circulated her speech to the jury to dozens of newspapers in western New York State. As the campaign for votes for women continued, national journals like the *Daily Graphic* featured articles and cartoons supporting as well as attacking it. Once the Nineteenth Amendment was passed in Congress, required ratification by 36 of the 48 states took the issue into local newspapers throughout the country.

Where in a social studies, English and journalism class would this unit fit?

- The Constitution: Process of Amendment, Article V
- Women's Rights Movement, nineteenth century
- Passage of the Nineteenth Amendment
- Second Wave Feminism, 1960s
- “Me Too” Movement
- Editorial writing

In what ways could this case study be used as an assessment?

- In place of a book report or short paper
- As an enrichment or extra credit activity
- In collaboration with a technology or media specialist's computer lab visit

What standards are addressed?

Common Core ELA History / Social Studies

Grades 6-8

- CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Grades 9-10

- CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

- CCSS.ELA-LITERACY.RH.9-10.5

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Grades 11-12

- CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

Grades 6-8

D4.3 6-8 Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

Grades 9-12

D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

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- 2c. Digital Citizen: Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
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- 6b. Creative Communicator: Students create original works or responsibly repurpose or remix digital resources into new creations.
- 6c. Creative Communicator: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

What are some more resources we recommend on this topic?

New York Times, “The Complex History of the Women’s Suffrage Movement”
<https://www.nytimes.com/2019/08/15/arts/design/womens-suffrage-movement.html>

National Archives, “Woman Suffrage and the 19th Amendment”
<https://www.archives.gov/education/lessons/woman-suffrage>

National Park Service, “The 19th Amendment: 100 Years”
<https://www.nps.gov/wori/2020.htm>

If you’re interested in more primary source material for your classroom, extensive primary source-based teacher resources are available from the Library of Congress at loc.gov/teachers.

Educator Guide

Case Study 6: Science & Technology

Why did we choose this case study to support the overall goals of “Journalism in Action”?

Science reporting was initially full of facts and esoteric language that scientists were able to understand, but it lacked accessible language that the public could digest. Historically scientific achievements of white men have been widely reported on, while the scientific achievements of women, people of color, LGBTQIA+ people, and people with disabilities were often left out by journalists and media company owners. Science journalism impacts the public and fuels changes in public policy. As such, in recent years, the journalism industry has made strides towards more equity in reporting on science.

Where in a STEM, health, social studies, English and journalism class would this unit fit?

- Environmental science
- Space exploration and the Space Race
- Inventors and inventions
- Industrial Revolution
- Media literacy and science literacy
- Journalistic and scientific ethics
- Federal legislation: Pure Food & Drug Act, EPA, etc.
- Agriculture and farming
- Medicine and vaccines
- Tuskegee Experiment and medical racism
- Intellectual Property (IP)

In what ways could this case study be used as an assessment?

- An alternative for or addition to a short paper
- Enrichment or extension activity
- Interactives (annotator, magnifier, social media) are all downloadable and can be emailed to the teacher

What standards are addressed?

Common Core ELA History / Social Studies:

Grades 6-8

CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Grades 9–10

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Grades 11–12

CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards:

Grades 6-8

D4.3 6-8 Presentations and explanations of arguments in various forms

Grades 9-12

D4.3.9-12. Presentations and explanations of arguments in various forms

International Society of Technology Education (ISTE) Standards for Students:

1c. Empowered Learner: Students use technology to seek feedback and demonstrate their learning in a variety of ways.

3b. Knowledge Constructor: Students evaluate the credibility of sources.

6c. Creative Communicator: Students clearly communicate complex ideas using a variety of digital objects.

What are some more extensions and resources we recommend on this topic?

A. Polio Vaccine:

1. Conduct a Library of Congress, Chronicling America, American Archive, and Google search for [Dorothy Millicent Hortsman](#), the virologist, epidemiologist, pediatrician, and first woman to become a full professor at Harvard Medical School. What do you notice about the news media's coverage of Dr. Hortsman? What might your findings show about media bias?
2. Conduct a Library of Congress, Chronicling America, American Archive, and Google search for **Jonas Salk**. What do you notice about the news media's coverage of Dr. Salk? What might your findings show about media bias?
3. **Role of Intellectual Property/IP:** Dr. Salk refused to patent his invention of the polio vaccine. He believed everyone on the planet should have access to the vaccine. Conduct a *PBS NewsHour* search for COVID vaccine patent. What happened with the COVID vaccine patent? Was Salk's idea of equity in vaccine access upheld?

B. Agriculture

In 2018, *PBS NewsHour's* Miles O'Brien reported on pesticide (chlorpyrifos) use in the series "[Leading Edge of Science](#)." Start at minute 47:46 and watch through 55:27. In 2019, *PBS NewsHour* published the article "[Appeals Court Tells EPA To Ban Pesticide or Decide It's Safe](#)."

1. What do you notice after watching the video clip and reading the article?
2. What questions do you have?
3. What role should journalists have when it comes to reporting on chlorpyrifos?

C. Invention & Innovation

1. Conduct a basic web search of “modern-day inventors.”
2. Review the first 10-20 posts that come up on the search engine.
3. What inventors are featured? Did you come across a diverse group of inventors?
4. Who is featured? Who is left out?

D. Neuroscience

[Stories of Women in Neuroscience](#) was created by a group of women neuroscientists. The site features stories of women neuroscientists from diverse backgrounds and at different points in their careers. Each profile is written based on an in-depth interview with emphasis on academic achievements, sources of motivation, and challenges the scientists have faced along the way.

E. Field Biology

[Charlotte Devitz](#), a field biologist at the University of Michigan, conducts research to see if living in highly populated areas affects how squirrels behave. Devitz has Ehlers-Danlos Syndrome, which affects her body’s connective tissues. She uses a wheelchair and a service dog to help her navigate her field research. On the topic of scientists with disabilities, Devitz says, “People with disabilities are incredible innovators. We have to figure things out on a daily basis in a world that is not built for us.”

Educator Guide

Case Study 7: Muckrakers

NEW: A [supplementary vocabulary guide](#) (Google doc) is now available for this case study. PDF version [here](#).

Why did we choose this case study to support the overall goals of “Journalism in Action”?

“Muckraking,” known as “investigative journalism” today, is the hallmark of journalism. Emerging out of the Progressive Era, reporters like Ida Tarbell, Jacob Riis, and Upton Sinclair shone a light on corrupt businesses, government leaders and terrible societal conditions. Their goal was to catalyze social change.

Muckrakers did the hard work, combing through evidence, conducting interviews and analyzing mounds of data. They exposed the corruption of monopoly, the danger of unsanitary food and the squalor of tenement housing. Tapping into the emerging fields of social work and the rise of progressive policy making, the muckrakers’ work ignited a groundswell of support for reform.

Through the wide distribution of newspapers, the public read the articles and reacted. Ida Tarbell’s exposé on the Standard Oil Company’s monopolistic practices led to the breakup of the company and regulation of the railroad industry. Jacob Riis’s book *How the Other Half Lives* inspired many reforms, including set codes for tenement house construction and fire safety regulations. The publication of Upton Sinclair’s *The Jungle* led to reforms in the meatpacking industry and the passage of the Pure Food and Drug Act in 1906.

Where in a social studies, English and journalism class would this unit fit?

- Civic education, First Amendment, freedom of press; civic virtue, public interest groups, civic duty
- US history, the Industrial Age, the Progressive Era
- Cultural Studies, the Civil War, the impact of technology, influences on public opinion

- English Language Arts, impact of the written word, writing skills, editing skills
- Journalism, muckrakers, impact of mass communication, photojournalism, news reporting, investigative journalism, the impact of television
- Learning skills, observation, assessment, summary

In what ways could this case study be used as an assessment?

- An alternative for or addition to a short paper
- Enrichment or extension activity
- Integrated learning activity, history, journalism, ELA

What standards are addressed?

Common Core ELA History / Social Studies

Grades 6-8

- CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Grades 9–10

- CCSS.ELA-LITERACY.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources.

- CCSS.ELA-LITERACY.RH.9-10.8

Assess the extent to which the reasoning and evidence in a text support the author's claims.

Grades 11–12

- CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources.

- CCSS.ELA-LITERACY.RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs and larger portions of the text contribute to the whole.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

Grades 6-8

D4.3 6-8 Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

Grades 9-12

D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

International Society of Technology Education (ISTE) Standards for Students:

1c. Empowered Learner: Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

2c. Digital Citizen: Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

3b. Knowledge Constructor: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

6b. Creative Communicator: Students create original works or responsibly repurpose or remix digital resources into new creations.

6c. Creative Communicator: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

What are some more resources we recommend on this topic?

- Library of Congress, Ida B. Wells
<https://www.loc.gov/rr/news/topics/ida.html>
- Library of Congress, Jacob Riis
<https://www.loc.gov/exhibits/jacob-riis/writer.html>
- Library of Congress, "Books That Shaped America"
<https://www.loc.gov/item/prn-12-123/books-that-shaped-america-exhibition/2012-06-21/>
- Constitutional Rights Foundation, Upton Sinclair
<http://www.crf-usa.org/bill-of-rights-in-action/bria-24-1-b-upton-sinclairs-the-jungle-muckraking-the-meat-packing-industry.html>

If you're interested in more primary source material for your classroom, extensive primary source-based teacher resources are available from the Library of Congress at loc.gov/teachers.

Educator Guide

Case Study 8: Labor and Immigration

Why did we choose this case study to support the overall goals of “Journalism in Action”?

In both the Triangle Shirtwaist Factory Fire and the 1965 California Grape Strike, journalism was key in reforming practices that oppressed immigrant workers. Newspaper publicity surrounding the horrific deaths of Italian and Jewish seamstresses who were trapped on premises locked so that they could not take unauthorized breaks instigated action on long-needed factory safety laws.

Newspapers and television coverage led to the success of the boycott of grapes by ordinary consumers, and the settlement of Cesar Chavez's United Farm Workers' grape strike with improved contracts for the field hands. Television journalists like Edward R. Murrow and *Sixty Minutes* reporters have crusaded from midcentury to the present to expose the exploitation of immigrant laborers.

Where in a social studies, English and journalism class would this unit fit?

- Immigration
- Rise of organized labor
- Muckrakers, especially Upton Sinclair's *The Jungle*
- Consumerism / business boycotts today
- Elements of persuasion

In what ways could this case study be used as an assessment?

- In place of a book report or short paper
- As an enrichment or extra credit activity
- In collaboration with a technology or media specialist's computer lab visit

What standards are addressed?

Common Core ELA History / Social Studies

Grades 6-8

- CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Grades 9–10

- CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Grades 11–12

- CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

Grades 6-8

D4.3 6-8 Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

Grades 9-12

D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

International Society of Technology Education (ISTE) Standards for Students:

1c. Empowered Learner: Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

2c. Digital Citizen: Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

3b. Knowledge Constructor: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

6b. Creative Communicator: Students create original works or responsibly repurpose or remix digital resources into new creations.

6c. Creative Communicator: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

What are some more resources we recommend on this topic?

· Smithsonian Magazine, “Uncovering the History of the Triangle Shirtwaist Factory Fire”

<https://www.smithsonianmag.com/history/uncovering-the-history-of-the-triangle>

· United States Department of Labor, Occupational Safety and Health Administration (OSHA), “The Triangle Shirtwaist Factory Fire”

<https://www.osha.gov/oas/trianglefactoryfire.html>

· History.com, “When Millions of Americans Stopped Eating Grapes in Support of Farm Workers”

<https://www.history.com/news/delano-grape-strike-united-farm-workers-filipinos>

· CBSNews.com, *60 Minutes*

<https://www.cbsnews.com/60-minutes/>

If you're interested in more primary source material for your classroom, extensive primary source-based teacher resources are available from the Library of Congress at loc.gov/teachers.

Educator Guide

Case Study 9: World War II

Why did we choose this case study to support the overall goals of “Journalism in Action”?

World War II had a significant impact on America and abroad. In addition to the impact the battles of war and military technology had on the population, World War II also witnessed changes in journalism and diversity in the armed forces. Women stepped up on the homefront in the workforce once again, as well as in the military and as war correspondents. So too did minorities such as the African Americans, exemplified in the Tuskegee Airmen.

Citizens curious about the war at home turned to media to become informed. This included listening to women journalists on the airwaves, viewing their photographs and reading their reports in print. Women defied norms and rules that excluded them in order to capture the events. Women also brought a different lens, helping to capture class struggles (as they endured them as well) and share the impact of war on Europe back in the States. A sense of social justice was captured by female World War II journalists that the students will explore.

Where in a social studies, English and journalism class would this unit fit?

- War thematic unit
- Social justice unit
- Women in history
- World War II
- Wartime journalism

In what ways could this case study be used as an assessment?

- In place of a book report or short paper
- As an inquiry leading to a media or awareness campaign
- As an enrichment or extra credit activity
- In collaboration with a technology or media specialist's computer lab visit

What standards are addressed?

Common Core ELA History / Social Studies

Grades 6-8

- CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Grades 9–10

- CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

- CCSS.ELA-LITERACY.RH.9-10.5

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Grades 11–12

- CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

- CCSS.ELA-LITERACY.RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs and larger portions of the text contribute to the whole.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

Grades 6-8

D4.3 6-8 Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

Grades 9-12

D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

International Society of Technology Education (ISTE) Standards for Students:

1c. Empowered Learner: Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

2c. Digital Citizen: Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

3b. Knowledge Constructor: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

6b. Creative Communicator: Students create original works or responsibly repurpose or remix digital resources into new creations.

6c. Creative Communicator: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

What are some more resources we recommend on this topic?

- Library of Congress, “A Guide to World War II Materials”
<https://www.loc.gov/rr/program/bib/ww2/ww2bib.html>
- Library of Congress, “The World War II Poster Collection”
<https://www.loc.gov/item/2003542663/>
- The National WWII Museum <https://www.nationalww2museum.org>

If you're interested in more primary source material for your classroom, extensive primary source-based teacher resources are available from the Library of Congress at [loc.gov/teachers](https://www.loc.gov/teachers).

Educator Guide

Case Study 10: Vietnam

Why did we choose this case study to support the overall goals of “Journalism in Action”?

America’s involvement in Vietnam spanned nearly 30 years. It started with the United States providing military aid to France to help it maintain its colonies after World War II. After the French defeat in 1954, the United States took on a more direct role with military advisers and then combat troops in hopes of stemming the tide of Communist expansion. Eventually, over half a million soldiers would be fighting in Vietnam. American journalism covered the story from its early beginnings.

At first, news coverage followed the government’s narrative of the war and its progress. Journalists were given open access to the ground soldiers, high-ranking officers, and the battlefields. This access gave the press a different perspective than the government’s upbeat assessment and journalists reported accordingly on the war’s progress. The war became very divisive, pitting generations against each other and promoting antiwar and pro-government demonstrations in the nation’s cities and on college campuses. The media was blamed for some of this conflict. Leading politicians, including Presidents Johnson and Nixon, and many Americans accused reporters of bias and undermining the war effort. Some even called for reducing the press’s freedoms.

This all came to a dramatic climax with the release of the Pentagon Papers in 1971. The Defense Department commissioned a report on the history of the United States’ political and military involvement in Vietnam. The 47-volume report revealed that the government had systematically lied, not only to the public, but to Congress about the size, scope and direction of the war.

Where in a social studies, English and journalism class would this unit fit?

- Civic education, First Amendment, freedom of press; civic virtue, public interest groups, civic duty
- US history, postwar US history, contemporary US history
- Cultural studies, the impact of technology, influences on public opinion

- English Language Arts, impact of the written word, writing skills, editing skills
- Journalism, muckrakers, impact of mass communication, photojournalism, news reporting, investigative journalism, the impact of television
- Learning skills, observation, assessment, summary

In what ways could this case study be used as an assessment?

- An alternative for or addition to a short paper
- Enrichment or extension activity
- Integrated learning activity, history, journalism, ELA

What standards are addressed?

Common Core ELA History / Social Studies

Grades 9–10

- CCSS.ELA-LITERACY.RH.9-10.1
Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.RH.9-10.8
Assess the extent to which the reasoning and evidence in a text support the author's claims.

Grades 11–12

- CCSS.ELA-LITERACY.RH.11-12.1
Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.RH.11-12.2
Determine the central ideas or information of a primary or secondary source.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

Grades 6-8

D4.3 6-8 Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

Grades 9-12

D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

International Society of Technology Education (ISTE) Standards for Students:

- 1c. Empowered Learner: Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- 2c. Digital Citizen: Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- 2c. Digital Citizen: Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- 3b. Knowledge Constructor: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
- 6b. Creative Communicator: Students create original works or responsibly repurpose or remix digital resources into new creations.
- 6c. Creative Communicator: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

What are some more resources we recommend on this topic?

- National Archives, “Vietnam: The First Television War”
<https://prologue.blogs.archives.gov/2018/01/25/vietnam-the-first-television-war/>
- The Vietnam War, “Media Role in the Vietnam War”
<https://thevietnamwar.info/media-role-vietnam-war/>
- Mount Holyoke, “Documents Relating to American Foreign Policy: Vietnam” <https://www.mtholyoke.edu/acad/intrel/vietnam.htm>
- Newseum, “Women Who Covered the War”
<https://www.newseum.org/event/eyewitness-to-history-women-who-covered-vietnam/#targetText=Denby%20Fawcett%2C%20Jurate%20Kazickas%2C%20Edith,S%20tarr%20will%20moderate%20the%20program.>

If you're interested in more primary source material for your classroom, extensive primary source-based teacher resources are available from the Library of Congress at loc.gov/teachers.

Educator Guide

Case Study 11: Watergate

Why did we choose this case study to support the overall goals of “Journalism in Action”?

As the Watergate scandal played out, the American people followed along. Americans read about the scandal and investigations in their newspapers, such as the *Washington Post*, and viewed the situation from their living rooms on the television. Public television brought the scandal to life, including the Senate hearings. Nixon denied involvement, but evidence uncovered from the congressional investigations and investigative journalism told a different story. This information not only served to inform the public but also shaped public opinion of Nixon’s credibility. Investigative journalism led to the uncovering of facts. Additionally, citizens tuned in to see firsthand what was happening and to come to their own conclusions.

Where in a social studies, English and journalism class would this unit fit?

- Conflict thematic unit
- Social justice unit
- Roles of the media (watchdog)
- Watergate and the Nixon administration
- Investigative journalism

In what ways could this case study be used as an assessment?

- In place of a book report or short paper
- As an inquiry leading to a media or awareness campaign
- Past and present comparison infographic
- As an enrichment or extra credit activity
- In collaboration with a technology or media specialist’s computer lab visit

What standards are addressed?

Common Core ELA History / Social Studies Grades 6-8

· CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Grades 9–10

- CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

- CCSS.ELA-LITERACY.RH.9-10.5

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Grades 11–12

- CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards
Grades 6-8

D4.3 6-8 Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

Grades 9-12

D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

International Society of Technology Education (ISTE) Standards for Students:

1c. Empowered Learner: Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

2c. Digital Citizen: Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

3b. Knowledge Constructor: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

6b. Creative Communicator: Students create original works or responsibly repurpose or remix digital resources into new creations.

6c. Creative Communicator: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

What are some more resources we recommend on this topic?

- The Washington Post, “The Watergate Story”
<http://www.washingtonpost.com/wp-srv/politics/special/watergate/timeline.html>
- University of California, “Watergate: Selected Materials from the IGS Library: Watergate Timeline”
<https://guides.lib.berkeley.edu/c.php?g=895983&p=6500343>
- PBS, “The Complete Watergate Timeline (It Took Longer Than You Realize)”
<https://www.pbs.org/newshour/politics/complete-watergate-timeline-took-longer-realize>

If you’re interested in more primary source material for your classroom, extensive primary source-based teacher resources are available from the Library of Congress at loc.gov/teachers.

Educator Guide

Case Study 12: Gender Equality

Why did we choose this case study to support the overall goals of “Journalism in Action”?

The fight for gender equality has had both struggles and victories in American history. Journalists have covered many issues related to gender equality, including suffrage, equal pay, women in politics and #MeToo.

Where in a social studies, English and journalism class would this unit fit?

Suffrage
Civil rights movement
Women’s rights movement
Immigration and labor issues
Media literacy

In what ways could this case study be used as an assessment?

Your students may save all of their materials once they have registered for the website. The primary source activities can be downloaded and emailed to you or uploaded to learning management systems to be shared with the whole class. Assessments might include the magnifier, annotation and social media interactives, which ask students to think critically about a variety of news-based primary sources. The final “Create Your Own Story” interactive allows students to write a short editorial on a topic of their choice and have fun creating a newspaper frontpage or magazine cover.

What are some more resources we recommend on this topic?

- National Women's History Museum <https://www.womenshistory.org/>
- ADL, Women's History Month Resources <https://www.adl.org/education/resources/tools-and-strategies/womens-history-month-resources>
- Women’s Media Center

<https://www.womensmediacenter.com/>

- American Archive of Public Broadcasting, Women
[https://americanarchive.org/catalog?q=women+OR+female+OR+feminism+OR+sexism&f\[access_types\]\[\]=online](https://americanarchive.org/catalog?q=women+OR+female+OR+feminism+OR+sexism&f[access_types][]=online)

What standards are addressed?

Common Core ELA History / Social Studies

Grades 6-8

- CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Grades 9–10

- CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Grades 11-12

- CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

Grades 6-8

D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups and the media in a variety of governmental and nongovernmental contexts.

Grades 9-12

D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national and/or international level.

International Society of Technology Education (ISTE) Standards for Students:

1c. Empowered Learner: Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

2c. Digital Citizen: Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

3b. Knowledge Constructor: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

3d. Knowledge Constructor: Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

6b. Creative Communicator: Students create original works or responsibly repurpose or remix digital resources into new creations.

6c. Creative Communicator: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

If you're interested in more primary source material for your classroom, extensive primary source-based teacher resources are available from the Library of Congress at [loc.gov/teachers](https://www.loc.gov/teachers).