

ask

What's News?

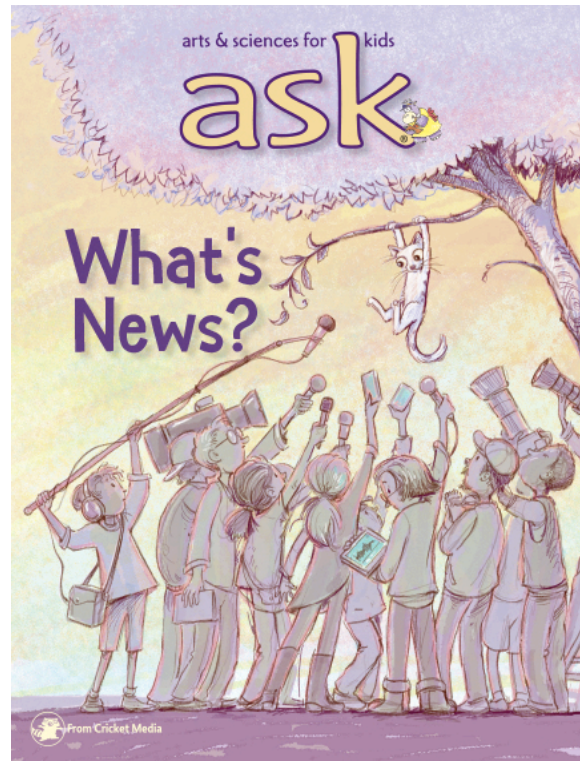
People have worked hard to report the news through words and images. In this issue, find out how reporting the news requires courage and a desire for a better world.

CONVERSATION QUESTION

What power does the news have to create change in society?

TEACHING OBJECTIVES

- Students will learn how photographs were used to show the truth about child labor
- Students will learn about Nellie Bly and her accomplishments as a reporter
- Students will learn about the history of freedom of the press
- Students will collect evidence from text and graphics
- Students will obtain and evaluate information
- Students will identify cause-and-effect relationships
- Students will locate a modern newsworthy photograph
- Students will write an informative news story
- Students will conduct mini-research



In addition to supplemental materials focused on core STEM skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

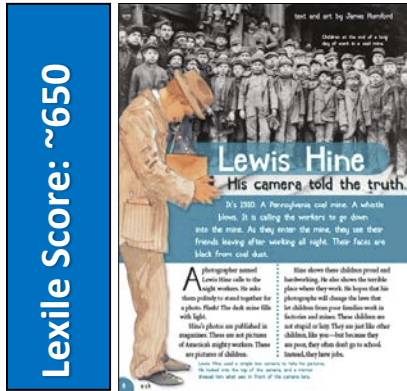
SELECTIONS

- **Lewis Hine**
Expository Nonfiction, ~650L
- **Nellie Wants to Know**
Cartoon, ~550L
- **A Free Press**
Narrative Nonfiction, ~750L

Lewis Hine

pp. 8–12, Expository Nonfiction

Use this article to teach students how photography can change the way people think.



RESOURCES

- Collect Evidence

OBJECTIVES

- Students will learn how photographs were used to show the truth about child labor
- Students will collect evidence from text and graphics
- Students will locate a modern newsworthy photograph

KEY VOCABULARY

- **enforce (p. 9)** to make sure that people do what is required by law
- **published (p. 9)** prepared and produced (a book, magazine, etc.) for sale
- **wages (p. 9)** money paid to workers
- **oysters (p. 10)** a type of shellfish that has a rough shell with two parts and that is eaten both cooked and raw
- **Congress (p. 12)** the group of people who are responsible for making the laws

ENGAGE

Conversation Question: What power does the news have to create change in society?

Review the photos found in the article. Without reading the content, have students decide what the photographer was trying to communicate. Ask students how the photographs provide information and tell a story. Explain that they will be learning about Lewis Hine who used photography to show the public the conditions of children workers.

INTRODUCE VOCABULARY

Project the vocabulary words and have students search for these words in the article with a partner. Have students use the photographs and text to help define each word. Review the meanings in class to share and compare the meanings.

READ & DISCUSS

Have students read the article with a partner, then use the following prompts in a class discussion to address the conversation question: What power does the news have to create change in society?

- What traits did Lewis Hine have that made him a good reporter?
- How did Lewis Hine's work make people want change?
- Why did it take so long for child labor laws to be enacted?

CONCEPT/SKILL FOCUS: Collect Evidence

INSTRUCT: Guide students to obtain information about Lewis Hines from both the text and photos. Have students follow the sequence of events and conditions that Lewis Hine chose in order to communicate his message.

Have students read the text a second time and record evidence in the *Collect Evidence* graphic organizer that describes how Lewis Hine used photographs as evidence to share his message about the need for child labor laws.

ASSESS: Have students compare their evidence with a partner and discuss how these examples had power to make change.

EXTEND

Social Studies Have students locate a photograph from the internet or newspaper that they feel is newsworthy. Ask them to explain why they feel this particular photograph communicates information in a way that brings new information to the attention of the viewer.

Collect Evidence

Lewis Hine used his camera to collect evidence about child labor. Look through the article and record evidence Lewis Hine shared through his photos.

Page	Evidence
8	Coal workers were children. They worked in dark dangerous mines.

A Free Press

pp. 24–28, Narrative Nonfiction

Use this article about how Peter Zenger fought for freedom of the press, to teach about cause and effect.



RESOURCES

- Cause and Effect

OBJECTIVES

- Students will learn about the history of freedom of the press
- Students will identify cause-and-effect relationships
- Students will conduct mini-research

KEY VOCABULARY

- **editorials (p. 25)** essays in a newspaper or magazine that give the opinions of its editors or publishers
- **criticized (p. 25)** expressed disapproval of (someone or something)
- **anonymous (p. 25)** not named or identified
- **liberty (p. 26)** the state or condition of people who are able to act and speak freely
- **libel (p. 27)** the act of publishing a false statement that causes people to have a bad opinion of someone

ENGAGE

Conversation Question: What power does the news have to create change in society?

Ask students to express their opinion about truth in the news. This may bring up topics about what constitutes “truth” versus “fake” news. Explain that they will be stepping back in time when news was first being printed and how truth and freedom of the press created controversy.

INTRODUCE VOCABULARY

Project the vocabulary words and have students search for these words in the article with a partner. Have students use context clues to help them define each word. Review the meanings in a class share, and compare the definitions.

READ & DISCUSS

Have students read the article with a partner, then use the following prompts in a class discussion to address the conversation question: What power does the news have to create change in society?

- What was Peter Zenger accused of?
- Why was “free press” a new idea?
- Why did the jury decide he was not guilty?
- Why are the five freedoms important?

CONCEPT/SKILL FOCUS: Cause and Effect

INSTRUCT: Truthfulness has been an issue ever since news has been reported and shared through media. Different events in the news have shaped how truthfulness looks depending on the times and political climate. This article explores how Peter Zenger stood up for freedom of the press and the right to report information about a person, even if the content was considered controversial.

ASSESS: Use the *Cause and Effect* graphic organizer to help students look for and record cause-and-effect relationships found in the article.

EXTEND

Social Studies: Research Students research to find additional information and examples about freedom of the press throughout history. Have students share what they find in small groups. Ask students to discuss how freedom of the press is important in today’s news reporting.

Cause and Effect

Use this chart to organize the cause/effect relationship of the events described in the article.

Page	Cause	Effect
25	Zenger prints editorials for the <i>New York Weekly Journal</i>	The governor of New York is insulted.