

# 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?

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## 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](https://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](https://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.