

# 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](http://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/](http://www.thejewishnews.com/))
  - b. *Seventeen Magazine* ([www.seventeen.com/](http://www.seventeen.com/))
  - c. Bloomberg Businessweek ([www.bloomberg.com/businessweek](http://www.bloomberg.com/businessweek))
  - d. The Root ([www.theroot.com/](http://www.theroot.com/))
  - e. The *Chronicle of Higher Education* ([www.chronicle.com/](http://www.chronicle.com/))