

# 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](https://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](https://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?