

# MEDIA OWNERSHIP

## 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?

*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. Write the definition of the word formidable here.
  - a. Knowing what this word means, why do you think the editors use it to describe the Declaration of Sentiments? Why would the journalist want to use a sarcastic tone?
2. What kinds of things could give editors an idea of their readers' perspective?

### Extension activities:

1. Go to **bit.ly/jia-seneca** to take notes on the full passage of the Seneca Falls Declaration of Sentiments using the Annotator tool activity on the Journalism in Action website.
2. More Practice: Go to the Introduction page of Journalism in Action's Women's Suffrage case study at **bit.ly/jia-ws**. Choose one of the primary sources and complete the See, Think, Wonder questions from 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?