

# Ask®

## Breaking News

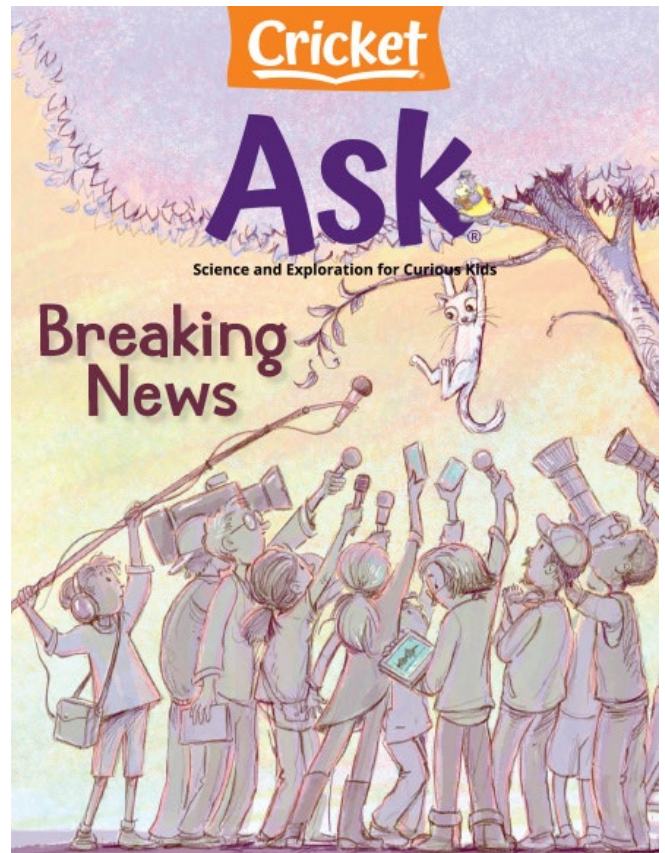
The news helps people to have access to the government, ensures that their needs are being represented, and holds elected officials accountable. This issue of ASK magazine explores how the news has been the cornerstone of our civic lives for centuries.

## CONVERSATION QUESTION

How can the news create societal change?

## TEACHING OBJECTIVES

- Students will learn how photographs were used to reveal the truth about child labor practices.
- Students will learn how the daily news reaches its audience.
- Students will learn about a historical trial regarding the freedom of the press.
- Students will collect evidence from text and graphics to support a claim.
- Students will construct explanations.
- Students will place events from a nonfiction text in sequential order.
- Students will draw conclusions about the impact of location.
- Students will analyze a current events newspaper article.
- Students will identify cause and effect relationships.



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

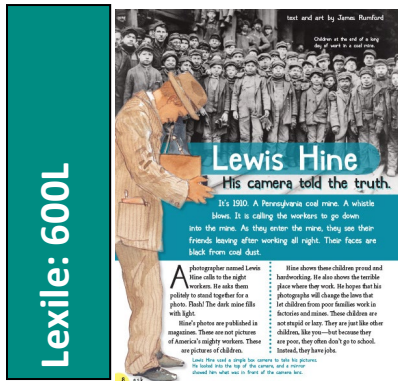
## SELECTIONS

- **Lewis Hine**  
Expository Nonfiction, 600L
- **Get the News Out**  
Expository Nonfiction, 650L
- **A Free Press**  
Expository Nonfiction, 730L

## Lewis Hine

### pp. 8–12, Expository Nonfiction

Photographs are crucial in news reporting as they provide evidence and enhance the enjoyment of the reader. This article introduces readers to the photography of Lewis Hine and examines how his photos were instrumental in creating child labor laws.



## RESOURCES

Collect Evidence: Exposure

## OBJECTIVES

- Students will learn how photographs were used to reveal the truth about child labor practices.
- Students will collect evidence from text and graphics to support a claim.
- Students will draw conclusions about the impact of location.

## KEY VOCABULARY

- **enforce** (p. 9) make sure that people do what is required by law
- **wages** (p. 9) money paid to workers
- **shutter** (p. 11) a device on a camera that opens to allow light through the lens when a photograph is taken

## ENGAGE

**Conversation Question:** How can the news create societal change?

Distribute the article “Lewis Hine,” and have students review the photographs that accompany the text. Without reading the content, ask students what the photographer was trying to communicate. Discuss how the photographs provide information and tell a story. Tell the class that they will be learning about historical photographer, Lewis Hine, who used his photography to expose the truth about unethical child labor practices in the United States.

## INTRODUCE VOCABULARY

Post the key words and discuss the meanings of the terms. Then display the following prompts and have students discuss responses with a partner.

- In what ways can laws be **enforced**?
- What factors affect working **wages**?
- How do you think **shutter** speed affects photographs?

## READ & DISCUSS

As a post-reading activity, lead a discussion based on the following questions.

1. Why does Lewis Hine begin photographing children in various work settings?
2. What are some of the ways that the working conditions of the children were both unhealthy and unsafe?
3. How was Hine a threat to the business owners?
4. How were the young workers’ childhoods and education affected?
5. Why did it take so long for child labor laws to be enacted?

## SKILL FOCUS: Collect Evidence

**INSTRUCT:** This article gives the reader a detailed account of the child labor practices that Lewis Hine endeavored to reveal to the public. Have students reread the article with a partner and use the graphic organizer, *Exposure*, to record and cite the evidence that Hine collected with his camera.

**ASSESS:** Review the evidence on the worksheet. Pose the question: *How did Lewis Hine use his photographs to share his message about the need for child labor laws?*

## EXTEND

**Geography:** Display a map of the United States and have students plot the locations discussed in the article. Guide them to notice the impact of location (**Pennsylvania:** Coal mines; **Massachusetts:** Fabric mills; **Mississippi:** Shucking oysters/Shrimp picking; **Texas:** Cotton picking). Have students identify how the type of work the children were doing was related to their location. Then have students guess what child labor practices may have been in effect in the following regions, based on their location: Southern U.S.; Mid-Western U.S.; Northern U.S.; Coastal U.S.

## Exposure

**Collect Evidence** Lewis Hine used his camera to collect evidence about the atrocities of child labor across the United States during the early 1900s. Review the article and locate and record the evidence that he shared through his photos and captions.

Page Number	Evidence from Photographs & Captions
8	<i>Children were working tirelessly in dangerous coal mines.</i>

## Get the News Out

pp. 14–16, Expository Nonfiction

No matter how readers get their news, it is important that they are receiving fair and factual information. This article defines all of the news professionals that work together to report events that are newsworthy and accurate.



## RESOURCES

Construct Explanations: Read All About It!

## OBJECTIVES

- Students will learn how the daily news reaches its audience.
- Students will construct explanations.
- Students will analyze a current events newspaper article.

## KEY VOCABULARY

- **beat** (p. 14) a specific, specialized area of reporting
- **broadcast** (p. 14) to send out or transmit (a program or some information) by radio, television, or streaming on the internet
- **sources** (p. 16) the origins of information used in a news story

## ENGAGE

**Conversation Question:** How can the news create societal change?

Discuss with the class the various sources for getting news in modern times and compare it with how people got information in historical times. Have students consider the positive and negative aspects of having a plethora of news available around the clock. Ask: *How do you best like to receive news about your community and about the world?*

## INTRODUCE VOCABULARY

Post and review the three vocabulary words. Inform students that all of these terms can be found in the article, "Get the News Out." Have them use the title and the vocabulary terms to predict the content of the article. Revisit the predictions after the reading and challenge students to write a brief summary of the article, incorporating all three words.

## READ & DISCUSS

Have students read the article with a partner, then use the following questions to prompt a discussion.

1. How can reporters deliver their news "live and on the scene"?
2. How do you think producers decide which news items to include in a show?
3. What is the job of a fact checker? Why is it important?
4. Out of the five basic questions, which takes detective work and helps readers to understand the news event?
5. Explain the rules that reporters follow when finding and telling the news. (p.16)

## SKILL FOCUS: Construct Explanations

**INSTRUCT:** Advise students to review the article focusing on the different jobs of the news crew. Distribute the graphic organizer, *Read All About It!* and tell the class that they will complete the chart with a partner. Students will need to clearly define the work of each professional and construct explanations that detail the importance of the job.

**ASSESS:** Review the chart with the class. Discuss the different ways in which students receive their news. Pose the questions: *Why are honest sources and good journalism important to citizens? How can faulty information have negative consequences within a community?*

## EXTEND

**Social Studies:** Have students return to page 16 and reread the paragraphs titled, "Five Questions." The author states that answering these five questions at the beginning of the article makes for a good news story: **WHAT** happened? **WHEN** did it happen? **WHERE** did it happen? **WHO** was involved? **HOW/WHY** did it happen? Provide students with current newspaper articles (or internet news articles) and have students answer the five questions about the event. For extra practice, have students choose a school/community event to report on using the five question format.

## Read All About It!

**Construct Explanations** Using information from the article, as well as your own critical thinking skills, define the job of each professional and construct explanations that detail the importance of the job.

News Crew	What do they do? (Define)	Why is it important? (Construct Explanations)
News Agencies		
Photographers and Camera Crews		
Reporters		
Mobile News Van Crews		
Editors		

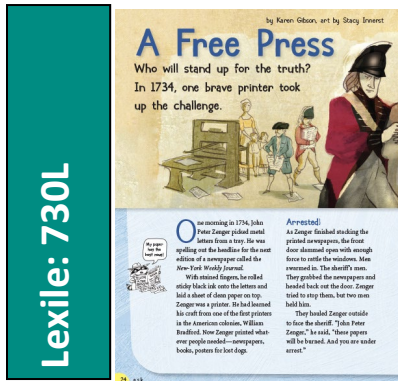




## A Free Press

pp. 24–28, Expository Nonfiction

Students will examine the circumstances and legal case of John Peter Zenger, a brave news printer who stood up for the truth. Exemplifying the unfairness of the libel laws, the case was responsible for Congress ultimately writing a law to protect free speech and free press.



## RESOURCES

Sequential Order: Press Protections

## OBJECTIVES

- Students will learn about a historical trial regarding the freedom of the press.
- Students will place events from a nonfiction text in sequential order.
- Students will identify cause and effect relationships.

## KEY VOCABULARY

- **editorials** (p. 25) essays in a newspaper or magazine that give the opinions of the publisher, writer, or editor
- **libel** (p. 26) the act of publishing a false statement that causes people to have a bad opinion of someone
- **liberty** (p. 26) freedom within society from oppressive restrictions imposed by authority

## ENGAGE

**Conversation Question:** How can the news create societal change?

Ask students to express their opinion about truth in the news. Guide them to discuss how to differentiate between what is true and what is false. Broach contemporary news stories and discuss why it has become increasingly difficult to discern the truth. Have students give examples of factual news stories versus fake news stories. Ask: *How has technology contributed to the amount of false news we receive?*

## INTRODUCE VOCABULARY

Display the following statements and underline the key vocabulary terms. Review how to infer the meanings of new words by using context clues and background knowledge. Then have partners work together (or complete as a class) to determine the meaning of each word. Reveal definitions.

- The newspaper tries to publish two editorials per day that represent opposing opinions.
- Hundreds of political prisoners will finally be given their liberty.
- After the unflattering article was printed, Mariah threatened to sue for libel.

## READ & DISCUSS

Reinforce comprehension of the concepts in this article by using the following prompts to direct discussion.

1. What was John Peter Zenger accused of?
2. Why was Governor William Cosby so disliked by New Yorkers?
3. How did Andrew Hamilton approach Zenger's case?
4. Why did the jury decide Zenger was not guilty?
5. Explain the importance of the Five Freedoms.

## SKILL FOCUS: Sequential Order

**INSTRUCT:** Review sentences from the article describing the events prior to, during, and after the trial of John Peter Zenger. Distribute the *Press Protections* worksheet and tell students that after cutting out the sentence strips, they will be using information from the article to place the sentences in the correct order. Tell them that they are only to glue them down after you have checked the order. This activity can be completed independently or with a partner.

**ASSESS:** Circulate and have mini conversations with students as they are working. Have students take the *Press Protections* worksheet home to retell the story of “A Free Press” to a family member or friend.

## EXTEND

**Cause and Effect:** Guide students to recognize the many cause and effect relationships throughout the article. Remind students that the **cause** is the initiating event or situation, and the **effect** is the result.

**Example:** *Zenger prints editorials negatively depicting the Governor. ➡ The Governor takes action to cease the printing.* Have the students identify five other examples of cause and effect in the article.

## Press Protections

**Sequential Order** Read through the statements on the sentence strips. Revisit the article to find the order of events and place them in the correct order. Cut out, then glue them onto a piece of paper so that they accurately tell the story of John Peter Zenger and his fight for a free press.

Governor Crosby accused Zenger of seditious libel for insulting him and hoped to have him sentenced to life in prison.

Zenger was charged with “Speaking against the Crown.” At this time Americans did not elect their own leaders. They were appointed by King George II, who ruled the colonies.

The judge told the jury that the only thing that they needed to decide was whether Zenger had printed the newspapers criticizing Crosby.

One morning in 1734, the sheriff’s men swarmed into Zenger’s printing shop.

Luckily, Andrew Hamilton took Zenger’s case and asked the jury to consider the truth of the articles. He reminded the jury that the case was really about the liberty to speak the truth.

Although Zenger didn’t live to see the American Revolution, his case was pivotal in drafting the new law guaranteeing free speech and free press that was later written into the Constitution.

Zenger was told that his papers would be burned and that he was under arrest.

Zenger’s paper printed editorials about the disliked Governor Crosby who was chosen by the king to run New York.

In a surprise victory, the jury deemed John Peter Zenger, “Not Guilty.”

**NOT GUILTY**