



The Greek Enquirer: Inquiring Minds Want to Know



A Unit of Study on Greek Mythology and Tabloid News

Grades 6-8

Jenny Umbarger

July 20, 2017

Introduction

News is everywhere—TV, internet, social media outlets, and even still the good old-fashioned newspaper. But how do we determine what news sources are trustworthy? The Oxford English Dictionary’s word of the year for 2016 was “post-truth”—an adjective defined as *relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief*. We are hearing the terms “fake news” and “alternative facts” on almost a daily basis. As a result of the ease at which people can share their opinions and the rate at which news—whether fake or real—can travel, it is more challenging than ever to filter through all the information and determine what is factual and what or who we can trust to deliver the most unbiased and truthful information. It is pertinent that both students and adults know how to filter through all the “noise” to find the news.

The way the news is interpreted also influences the “truth” in news reporting. Journalists are charged with presenting an objective, unbiased interpretation of events, but their interpretation of an event may differ from someone else’s. Similarly, the people on the receiving end of the news may perceive the story differently to where their perspective on what happened differs as well. Our perception, or interpretation of something, influences our perspective, or point of view. In this unit of study, students will explore the concept of perception and work to gain an understanding of how perception influences perspective by looking by looking at news reporting. How do perspectives impact news reporting? How do our perceptions of the world and of the truth impact our perspective? This unit combines a topic of interest to *most* students—Greek mythology—with the very timely concept of evaluating news sources

and battling fake news, as students will apply their understanding by creating their own tabloid news article using a Greek myth or mythological figure.

While this unit could be used with any group of middle grades students, it incorporates a variety of components that make it especially beneficial for gifted learners. Various instructional models are used in the lessons—Kohlberg’s stages of moral development, Taba’s concept development, Brunner’s structure of discipline, and the visual thinking strategy model—which are all proven to be beneficial in meeting the academic, intellectual, social, emotional, and creative needs of gifted students by providing differentiation in the process. Similarly, within the lessons, students are provided with opportunities to read, hear, and see information which further provide process differentiation to address differences in learning styles. Throughout the unit, there are opportunities for different student groupings (whole class, small group, partners, etc.) offering differentiation in the learning environment.

In addition to providing opportunities for differentiation, this unit allows for a variety of depth and complexity features. Students will be exposed to and gain an understanding of some of the language used by journalists. They will be exploring moral and ethical decision-making, and looking at how ethics are related to our perceptions and perspectives. Considering the fact that the unit is based on perception and perspectives, students will be exploring how different people see the same event or situation throughout the unit. These dimensions of depth and complexity—language of the discipline, ethics, and different perspectives—provide further benefit for gifted students.

This unit was designed with middle school students in mind. Greek mythology used to be part of the 6th grade English Language Arts curriculum but has recently been shifted more to

the elementary grades. However, there are ELA standards at middle school level that relate to Greek mythology and the 6th grade Social Studies curriculum still explores Ancient Greece. Because the unit addresses some more complex concepts with analyzing and evaluating news, some students—gifted or not—may struggle with grasping all of these concepts and need additional scaffolding to take place before and during instruction. While there are no specific or distinguishing characteristic of the population for which this unit is designed, it would be ideal for use with a group of learners coming from diverse backgrounds to further develop the essential understanding that perceptions influence perspective. Our different experiences (upbringing, education, exposure, etc.) all assist in shaping our outlook on life and the surrounding environment--our way of seeing or perceiving the world. As a result of our interpretation (perception), we have different perspectives and these different perspectives will lend themselves nicely to this unit. Ideally students would come out of the unit having a greater understanding for and appreciation of the perspective of others.

Goals and Outcomes

CONTENT GOALS AND OUTCOMES

Goal 1: To develop an understanding and appreciation of media and news literacy.

Students will be able to...

- A. Evaluate news articles to determine reliability of the course.
- B. Distinguish between biased and unbiased news.
- C. Analyze news articles for different types of bias.

PROCESS GOALS AND OUTCOMES

Goal 1: To incorporate characteristics of feature stories/tabloid news into writing.

Students will be able to...

- A. Differentiate between hard news, editorials, and feature stories.
- B. Synthesize information from a variety of sources.
- C. Write a tabloid news article and headline.

CONCEPT GOALS AND OUTCOMES

Goal 1: To understand how perceptions influence perspectives and gain an appreciation of the perspectives of others.

Students will be able to...

- A. Differentiate between point of view, perspective, and perception.
- B. Analyze how perceptions and perspectives influence decision-making.
- C. Explain how prior knowledge and experience influence how we perceive things.
- D. Develop respect for multiple perspectives.

Assessment Plan

Students will be assessed throughout this unit in a variety of ways. In the first lesson, students will demonstrate their understanding of the Stages of Moral Development by associating examples from the “What Would You Do?” dilemma video and the train/trolley scenario with each of the stages. They will then be able to identify in which stage their decision of the *Scylla and Charybdis* myth falls. Through discussion on each of these, as well as the *Pandora’s Box* myth, students will be able to explain how morals, ethics, and their perception of a situation influence their perspective and, in turn, how they make decisions when faced with a dilemma.

During the second lesson, the 2-circle and 4-circle Venn diagrams will provide evidence of student’s ability to compare and contrast multiple texts. Students will also demonstrate their understanding of the relationship between the concepts of perceptions and perspectives through the Taba method of listing, grouping, labeling, regrouping, and relabeling. Through discussion on the topic of evaluating news sources, the teacher will be able to informally assess student’s understanding of the topic and how the concepts relate to it and adjust the lesson accordingly to ensure comprehension.

The students begin to take on the role of a journalist in the third lesson and they will learn about the different types of news stories and the format for each. As the lesson focuses more on feature stories, students will identify where the elements are found in a tabloid article and create a plan for their article. Both of these will be used to ensure students understand the elements of feature stories. After learning about the techniques of writing tabloid headlines,

students will demonstrate their understanding by creating a headline for their article. This will become a piece of the final product expected from the performance task.

The final lesson provides opportunities for the students to further demonstrate their understanding of the conceptual lens and essential understanding more personally as they begin to see how their own perceptions can influence perspective through the Visual Thinking Strategy model. As the lesson moves more into detecting bias in the news, students will be assessed on their ability to find examples and identify the type of bias found in print and online news stories.

The performance task serves as the summative assessment for the unit through which students will demonstrate their understanding of the concepts, content, and skills addressed throughout the unit:

Performance task:

You are a budding journalist and are applying for a job as a reporter for the *Greek Enquirer*, the tabloid newspaper of Ancient Greece. As part of your application, you must submit a sample feature human-interest article based on a current event—something involving the Greek gods/goddesses, myths, or mythical creatures. As you write your article, be sure to incorporate the [characteristics of tabloid news articles](#) and multiple perspectives to demonstrate your understanding of how perceptions influence perspectives. Your article must be presented with a “Breaking News” headline that integrates the techniques of writing tabloid headlines (<http://breakyourownnews.com>—see sample [here](#)).

Student work will be evaluated based on the inclusion of characteristics of feature stories and elements of tabloid headlines. Peer evaluations will allow students to further show their understanding as they analyze another article for these elements and provide their peers with suggestions for improvement. See attached samples of final student products.

The Greef Enquirer



Written by Faye A.

Persephone, the daughter of Zeus and Demeter, was reported missing today. Nobody knows what might have happened to her.

Persephone was shy but kind, and mortals and gods alike are missing her already.

Persephone was last seen picking flowers in the Meadow. The young goddess loved flowers and plants, being the daughter of the goddess of agriculture.

There was only one witness to the child's disappearance. "I was tending my hogs while Persephone played," a swineherd claims. "Then a large shadow grabbed both my pigs. Next thing I knew, Persephone was gone!"

Persephone's mother, Demeter, was devastated when she could not find her only daughter. Persephone and her mother were very close. Demeter, who was unavailable for comment, is

grieving over the loss of her daughter.

Zeus, the God of the Universe, has offered a reward for anyone with information on Persephone's disappearance.

Worried mortals have abandoned their everyday activities, concerned for their own safety. "What will this mean for us?" They ask. "Are we safe?"

However, those questions have yet to be answered.

The Greef Enquirer



By Justin L.

In the dark of night, a new-born god by the name of hermes stole a herd of fifty cows that belonged to Apollo, his older brother. He sacrificed two cows to the gods.

Hermes created a clever little instrument he calls a *lyre* out of those cows entrails. Apollo was angry and yelled at Hermes to give his cows back. Hermes led Apollo to the cows.

Upon counting the cows, Apollo's anger grew until Hermes began to play his lyre. Apollo needed the lyre and gladly traded his whole herd of 150 cows to Hermes for it.

The Greef Enquirer



Written by Lily A.

All Greeks know the story of Cerberus, the dog with three heads. This fierce pup is said to guard the dark and fearsome underworld.

Recent news proves this rumor true. But this is not the only shocking news. We have learned something that might change everything. What if I were to tell you that this nefarious dog was not as evil as he seems?

Recently Heracles was given his 12th Labor

Nobody believed he could do it. The task was stealing vicious Cerberus.

When the ill-fated Heracles arrived at the underworld, he found its ruler, Hades. Curled up at his feet was a small, but alas, three-headed dog. After a moment, Heracles realized this was the so-called evil guardian of the underworld.

Heracles explained his task. A shaken Hades reported, "I agreed on

the condition Cerbie was returned safely right afterwards." Heracles has finished his task. Today, he returned Cerberus to the underworld.

Hades told reporters, "Though Cerberus may look different than most dogs, he's a real sweetie!" While Heracles received immortality for his accomplishment, he's also taught us a big lesson; not to judge a book by its cover.

The Greek Enquirer: Inquiring Minds Want to Know



Spark Camp 2017
Jenny Umbarger--Instructor
Donna Dodson--Assistant

SPARK Camp Rules

- Respect yourself
- Respect others
- Have fun

Greek Mythology “I Have/Who Has”

- Think about figures from Greek Mythology (gods/goddesses, heroes, monsters, etc.)
- Listen to the “Who has...” clue and determine if the clue refers to your character
- If your character is described, respond with “I have...”
- Before you give your “Who has...” clue, please tell us:
 - Your name
 - Grade you will be in next year
 - School you will attend next year
 - Your favorite Greek myth or character (if you have one)

Day 1

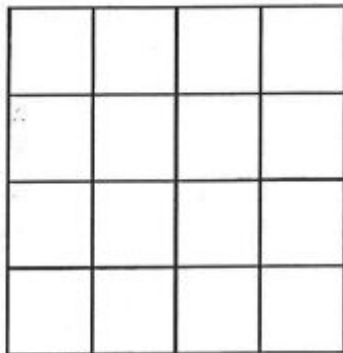
Warm-up

Seeing Things From a Different Point of View

How many F's are in the following sentence? _____

FINISHED FILES ARE THE RESULT OF MANY
YEARS OF SCIENTIFIC STUDY COMBINED
WITH THE EXPERIENCE OF SEVERAL YEARS.

How many squares are there? _____



- **What are perceptions?**
- **What are perspectives?**

- Perceptions are an individual's interpretation of something, usually based on sensory information (touch, smell, sight, hearing, taste)
- Perspective is a point of view

How are these two things related?

What would you do?

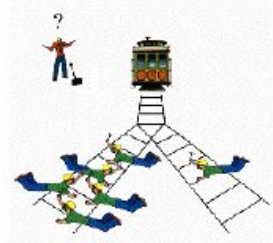


- *What is a dilemma?*
- *What are the obstacles you face to doing the right thing?*
- *What factors help you make the right decision?*
- *What are morals?*
- *How do morals influence your decision-making when faced with a dilemma?*

The trolley/train dilemma

- *What are the possible choices?*
- *How do we know whether a choice is right or wrong?*
- *What are possible consequences of each choice?*
- *Who will be impacted by each choice?*
- *How will others be affected by your choice?*
- *How might you feel as a result of each of the possible decisions?*
- *What is your obligation or duty to make certain choices in certain situations?*
- *If there are negative consequences for doing the right thing, how can you face them in a strong, positive way?*

The Trolley Problem



Imagine that a trolley is hurtling down the tracks. The hill is steep. It has lost its brakes. The driver of the trolley cannot stop its forward motion. Imagine, too, now, that you are standing beside the tracks a bit further down the hill and you can see the trolley coming. You can also see that even further down from where you are standing are five workmen on the tracks and you realize immediately that the trolley will kill all five of the workmen were it to continue on its path. There is a steep ravine covered with gravel on either side of the tracks where the men are working. If they try to scramble out of the way, they will only slide back onto the tracks, into the path of the trolley and face certain death. But suppose there is a side spur, off to the right and there is a lever in front of you that you can pull and that if you pull the lever you can switch the track and send the trolley off onto the side-spur and divert it from its path towards the workmen on the main track below. The lives of the five workmen will be spared. Unfortunately, you notice that further down the side-spur, the side-track, there is another workman at work. There is a steep ravine on either side of the work area. If he were to try to scramble out of the way, he would only slide back onto the track and face certain death.

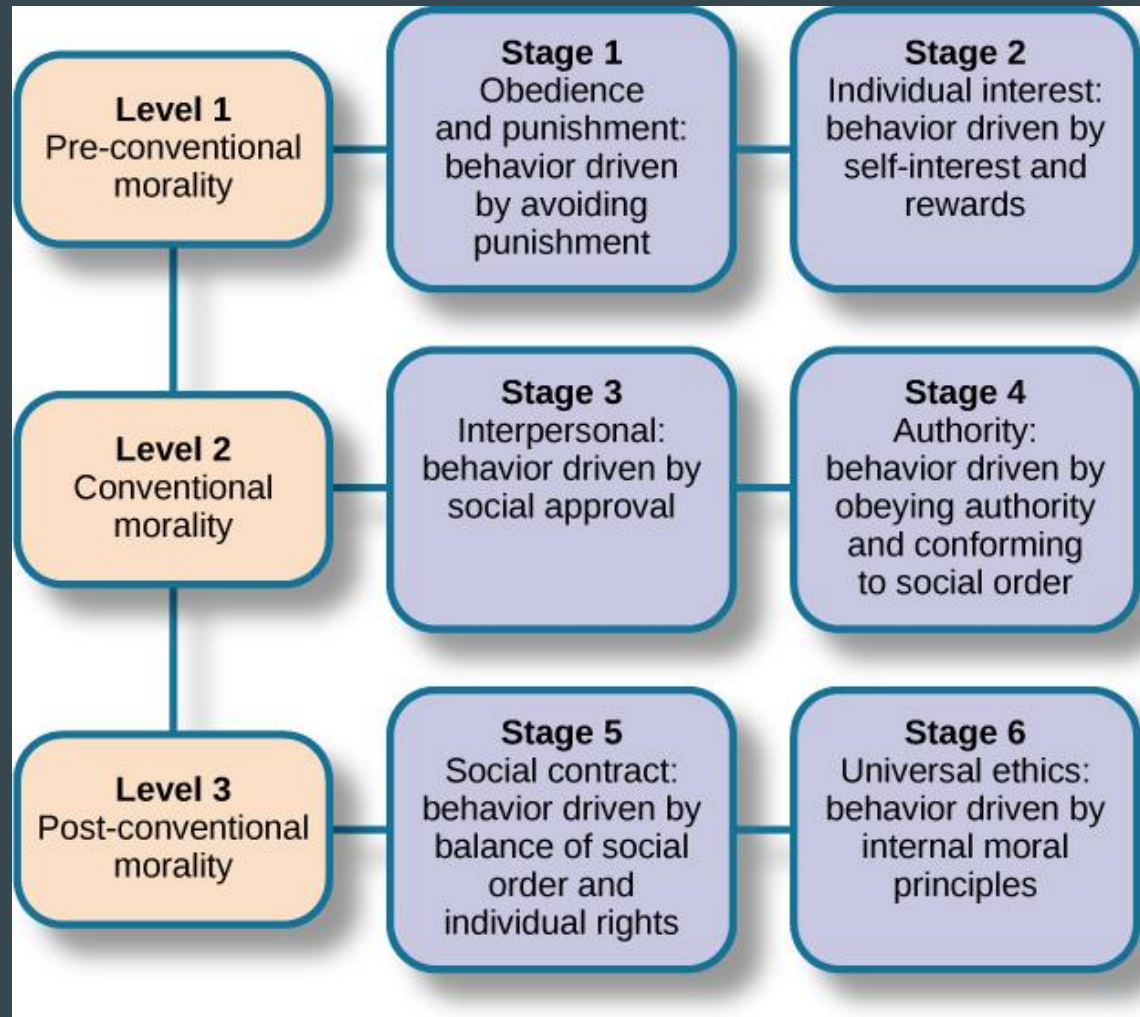
What should you do? Pull the lever and send the trolley onto the side-spur, killing the one to save the five or let the trolley continue on its way and kill the five workmen?

The trolley/train dilemma

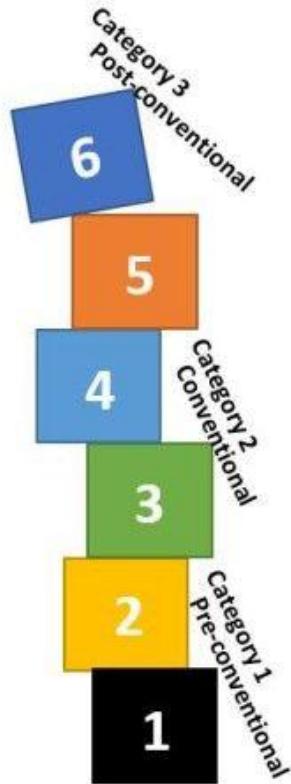


How do your perceptions of the scenario influence your perspective?

Kohlberg's Stages of Moral Development



Kohlberg's stages of moral development



Stage 6: I do it because it is the right thing to do

Stage 5: I do it because of a social contract we have with each other

Stage 4: I do it because it is the law, and I respect the law

Stage 3: I do it so you like me

Stage 2: I do it so I get something out of it

Stage 1: I do it so I don't get in trouble

Morals vs. Ethics

Morals:

Tend to refer to an individual's own principles regarding right and wrong

Ethics:

Tend to refer to rules provided by an external source (code of conduct in school or workplace, principles in religion, etc.)

Moral/Ethical Dilemmas in Greek Mythology

Scylla and Charybdis

Stop at the purple line!



<https://commons.wikimedia.org/wiki/File:GillrayBritannia.jpg>

- *What are the possible choices?*
- *How do we know whether a choice is right or wrong?*
- *What are possible consequences of each choice?*
- *Who will be impacted by each choice?*
- *How will others be affected by your choice?*
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Scylla and Charybdis

What is the impact of Odysseus' decision?

Where does his decision fall on the stages of moral development?

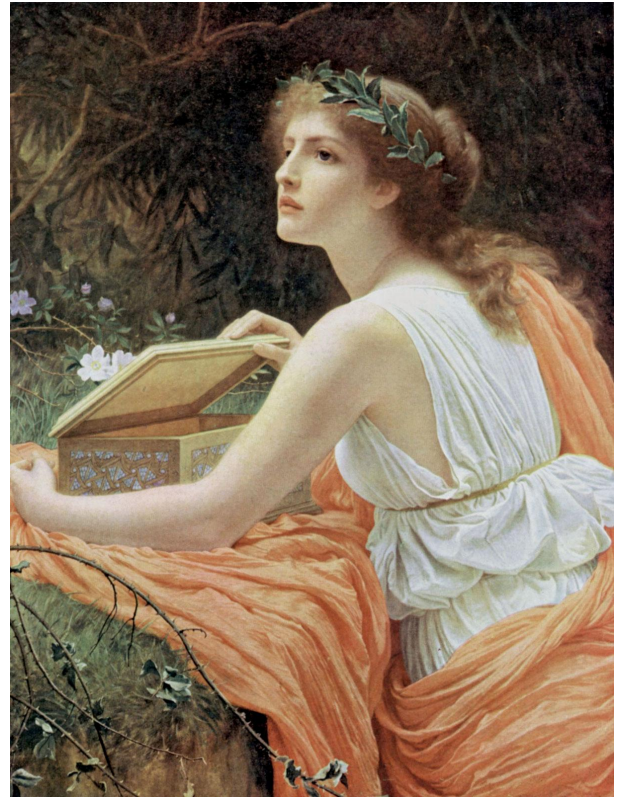


<https://commons.wikimedia.org/wiki/File:GillrayBritannia.jpg>

Moral/Ethical Dilemmas in Greek Mythology

Pandora's Box

Stop at the purple line!



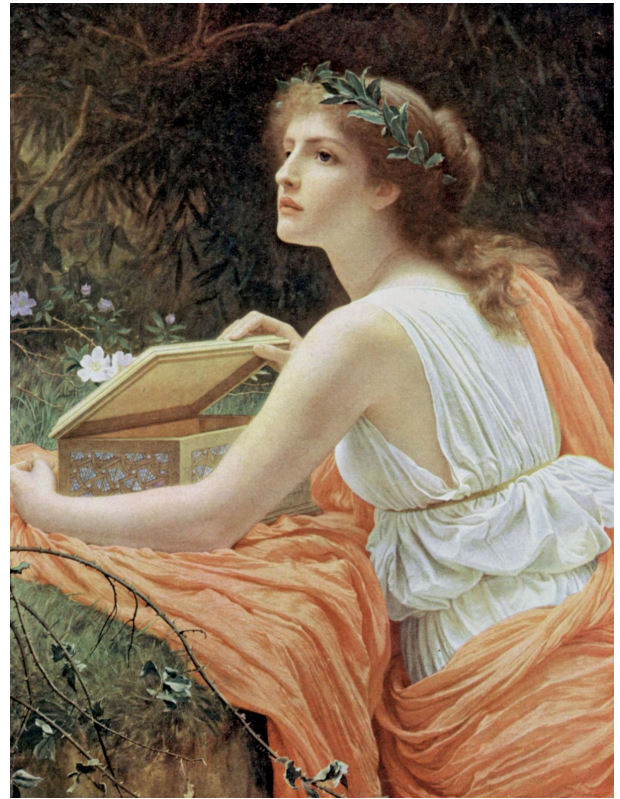
[https://commons.wikimedia.org/wiki/File: Pandora%27s_box_\(artist_unknown\).jpg](https://commons.wikimedia.org/wiki/File: Pandora%27s_box_(artist_unknown).jpg)

- *What are the possible choices?*
- *How do we know whether a choice is right or wrong?*
- *What are possible consequences of each choice?*
- *Who will be impacted by each choice?*
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Pandora's Box

How does this myth demonstrate a moral dilemma?

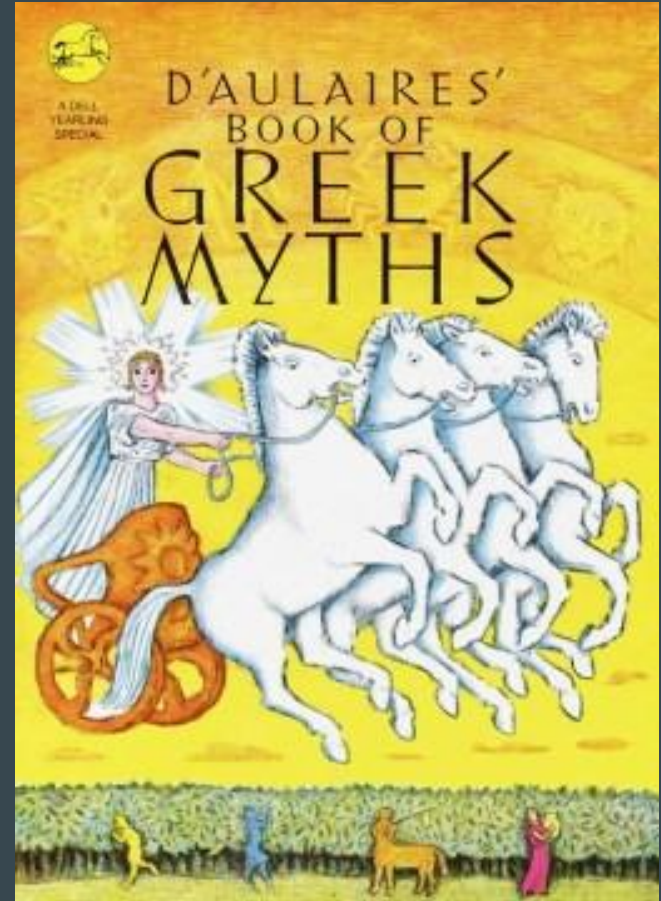
Where does Pandora's decision fall on the stages of moral development?



[https://commons.wikimedia.org/wiki/File: Pandora%27s_box_\(artist_unknown\).jpg](https://commons.wikimedia.org/wiki/File: Pandora%27s_box_(artist_unknown).jpg)

- *Why is it difficult to know what to do in situations related to making ethical decisions?*
- *What are things that impact how you make a decision?*
- *How do morals influence your decision-making when faced with a dilemma?*
- *When faced with moral or ethical dilemmas, how do your choices demonstrate your principles or beliefs?*
- *How do perception and perspective influence your decisions?*

Explore some of the other myths in the *Book of Greek Myths*. Where do you see some other examples of moral or ethical dilemmas?



Day 2

Perceptions and perspectives

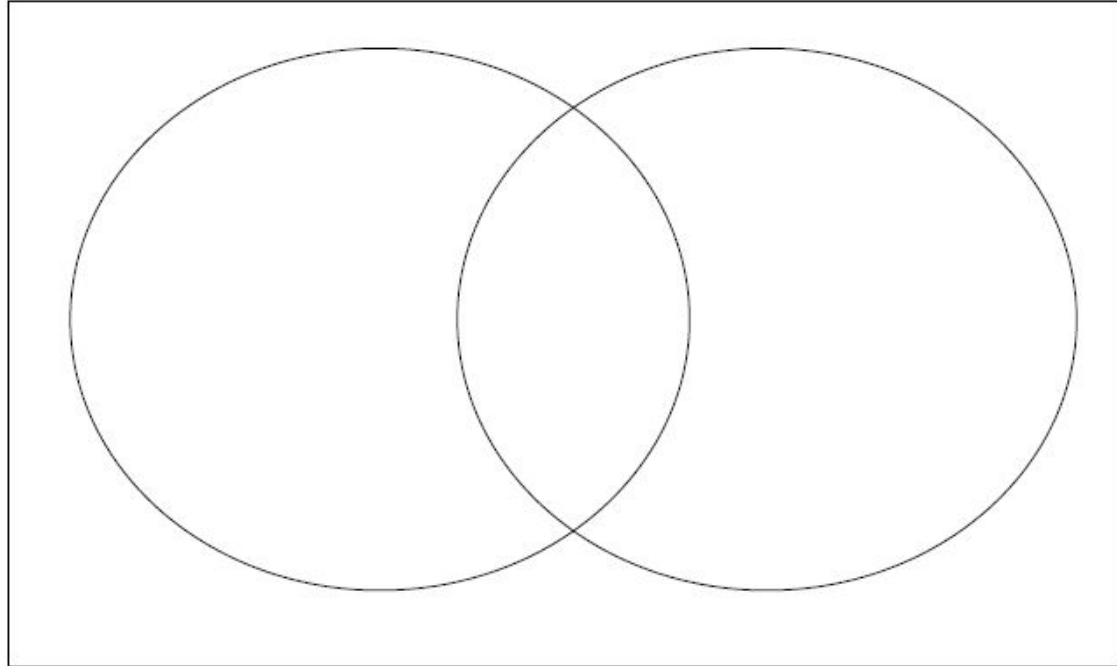
How is perspective influenced by perception?

Our different experiences (of life, upbringing, education, exposure, etc.) all assist in shaping our outlook on life and the surrounding environment--our way of seeing the world.

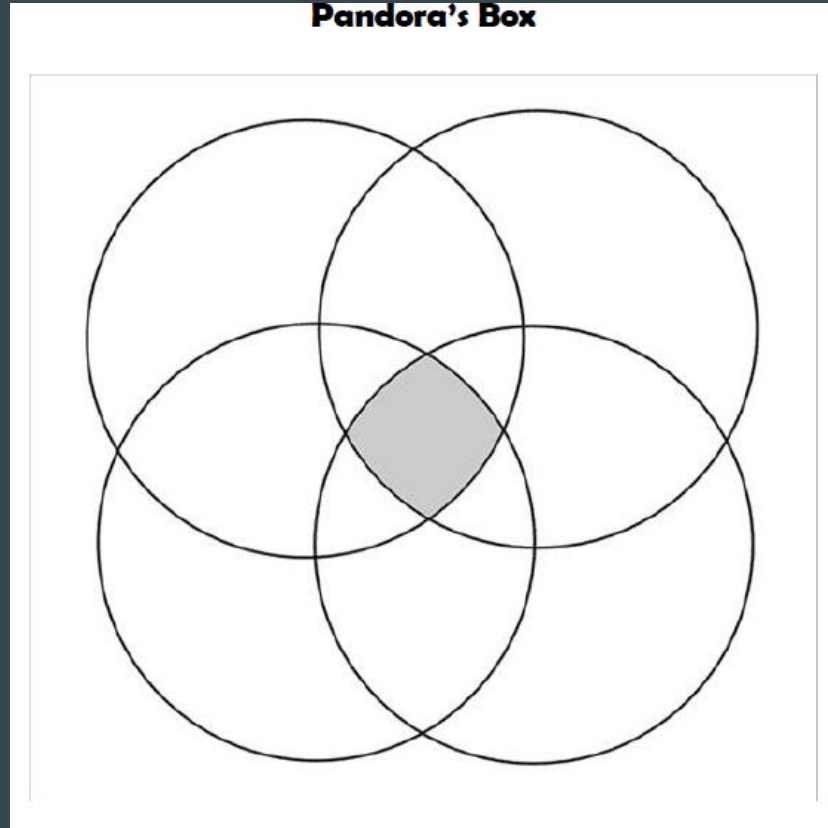
As a result of our interpretation (perception), we have different perspectives.

Why are there several tellings of the same Greek myths?

Pandora's Box



Why are there several tellings of the same Greek myths?



**Why are there several tellings of
the same myths?**

Why are there several tellings of the same Greek myths?

- As passed down orally, conditioned by geographical area, time period, and cultural environment
- Some myths only known from archaeological sources (scenes on vases, decorative architectural elements, etc.)
- Shaped, changed, adapted to the changing circumstances through oral tradition
- Difficulties encountered by modern-day interpreters in reading stories correctly after thousands of years

Why News Matters



What happens when the news we get isn't factual?

Post-truth: relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief

“Alternative facts”

“Fake news”

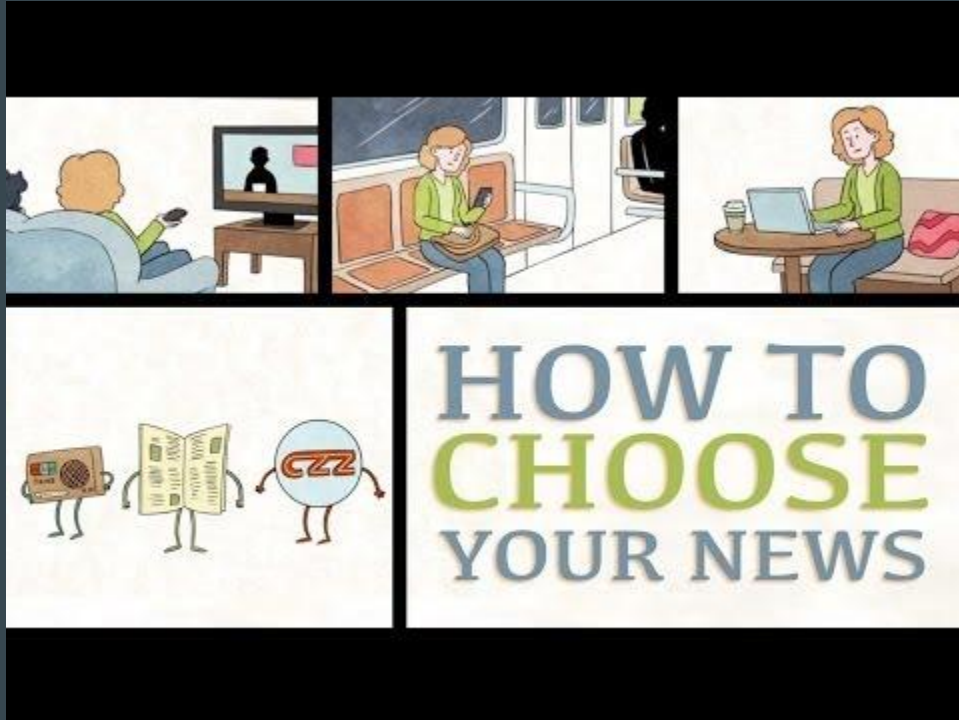
What are some of the factors that influence our perception of the truth in news?

How might these perceptions of truthful news influence our perspectives about news stories?

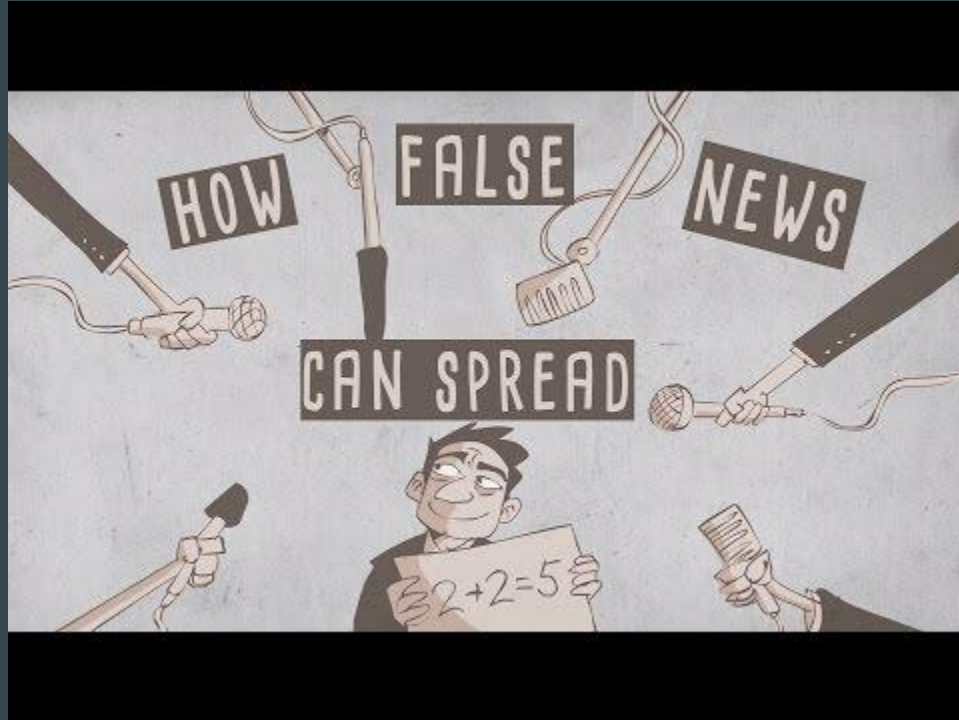
How do we determine whether or not news sources are credible and reliable?

List words or phrases that relate to perceptions (how we interpret) and/or perspectives (point of view) in news reporting and the truth in news reporting.

How to Choose Your News



How False News Can Spread



How Fake News Goes Viral: A Case Study

How Fake News Goes Viral: A Case Study - The New York Times

The New York Times

How Fake News Goes Viral: A Case Study

By SAPNA MAHESHWARI



Which of these items seem like they belong together?

List all the words and/or phrases that relate to perceptions or perspectives (or both) or the relationship between the two in news reporting and truth in news reporting	Groupings		
	Label:	Label:	Label:
	Label:	Label:	Label:

- What made this challenging?
- How did you decide what items fit together?
- How did things change from the first grouping to the second?
- How do we find truth in the news?
- Why should we be skeptical of what we read/see/hear in the news?
- How can we determine whether or not sources are reliable?
- What could be/are some of the consequences of news that is not factual?
- How do we determine what is the truth and what is our interpretation?
- How do perceptions influence the truth in news reporting?

Evaluating a News Article

An Infographic Created by  Easybib
A Chegg service

Does the headline match the content?

Read the entire article before deciding to trust it or not as headlines are sometimes fabricated to grab your attention.



Are there spelling or grammatical errors?

Errors of this nature show that the author might have hastily posted the information or they may not be an authoritative expert in the content they're writing about.



Are there any direct quotes that are incorrectly used or taken out of context?

Are you able to find the same quote on another website? Or did a Google search of the quote produce something different? Writers can modify quotes to change their meaning and to make you believe something that isn't 100% true.



Does the article only showcase one side of an argument?

If an article only features one viewpoint, the reader should remind themselves that they're not seeing the full picture. Be cautious of news articles that only report one side of the story.



Is the story completely outrageous?

If the story is unbelievable, chances are it is! Trust your gut instinct and check for many of items discussed in this article.



Are there references, links or citations?

These validate the author's information and allow us to easily access and explore more about the information in the article.



What is this website?

Find the mission and goals of the website by looking for its "About Us" section.

This information will help you to determine the website's purpose and credibility.



Who is the Author?

No author listed is a red flag! It means you can't investigate them to see if they are credible or not.

When there is an author, do a Google search to locate other articles they've written, credentials, and if they can be contacted.



TEN QUESTIONS FOR NEWS DETECTION

Use the questions below to assess the likelihood that a piece of information is fake news. The more red flags you circle, the more skeptical you should be!

START

1. Gauge your emotional reaction:
Is it strong? Are you angry? Are you intensely hoping that the information turns out to be true? YES NO
2. Reflect on how you encountered this. Was it promoted on a website? Did it show up in a social media feed? Was it sent to you by someone you know? YES NO
3. Consider the headline or main message:
 - a. Does it use excessive punctuation (!!) or ALL CAPS for emphasis? YES NO
 - b. Does it make a claim about containing a secret or telling you something that "the media" doesn't want you to know? YES NO
 - c. Don't stop at the headline! Keep exploring. YES NO
4. Is this information designed for easy sharing, like a meme? YES NO
5. Consider the source of the information:
 - a. Is it a well-known source? YES NO
 - b. Is there a byline (an author's name) attached to this piece? YES NO
 - c. Go to the website's "About" section: Does the site describe itself as a "fantasy news" or "satirical news" site? YES NO
 - d. Does the person or organization that produced the information have any editorial standards? YES NO
 - e. Does the "contact us" section include an email address that matches the domain (not a Gmail or Yahoo email address)? YES NO
 - f. Does a quick search for the name of the website raise any suspicions? YES NO
6. Does the example you're evaluating have a current date on it? YES NO
7. Does the example cite a variety of sources, including official and expert sources? Does the information this example provides appear in reports from (other) news outlets? YES NO
8. Does the example hyperlink to other quality sources? In other words, they haven't been altered or taken from another context? YES NO
9. Can you confirm, using a reverse image search, that any images in your example are authentic (in other words, sources that haven't been altered or taken from another context)? YES NO
10. If you searched for this example on a fact-checking site such as Snopes.com, FactCheck.org or PolitiFact.com, is there a fact-check that labels it as less than true? YES NO

REMEMBER

- It is easy to clone an existing website and create fake tweets to fool people.
- Bots are extremely active on social media and are designed to dominate conversations and spread propaganda.
- Fake news and other misinformation often use a real image from an unrelated event.
- Debunk examples of misinformation whenever you see them. It's good for democracy!

*How do perceptions
influence perspectives in
news reporting?*

Scenario

You are a budding journalist and are applying for a job as a reporter for *The Greek Enquirer*, the tabloid newspaper of Ancient Greece. As part of your application, you must submit a sample feature human-interest article based on a current event—something involving the Greek gods/goddesses, myths, or mythical creatures.

Choose your Greek myth or mythological figure (god/goddess, hero, monster, etc.) on which you will base your article.

<http://greekmyths4kids.com/>

<https://greekgodsandgoddesses.net/>

<http://www.mythweb.com/>

<http://myths.e2bn.org/mythsandlegends/>

<https://www.greekmythology.com/>

Day 3

Warm-up

How do perceptions influence perspectives in news reporting?

What do you know about journalists?

What do journalists do?

What do journalists look like?

What are some places in which journalists work?

What are some tools they use in their work?

What are some methods journalists use to gather information?

What rules impact how journalists work?

What are some characteristics journalists should possess?

Also consider:

- What are different tasks a journalist might do?
- How has the job of a journalist changed over time?
- What is the process a journalist goes through to get a story published?



What do you know about journalists?

What do journalists do?

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What is the process a journalist goes through to get a story published?

Turn and talk:

What role do perceptions play in the field of journalism?

How might perceptions of a journalist impact his/her job?

How might a journalist's perception influence his/her perspective?

How might perceptions of a journalist change their perspective over time?

What are the elements of a news story?

Three types of writing in newspapers:

Hard-news

Feature Stories

Editorials

Hard-news stories

- Factual and represent the real world—objective and formal writing
- Purpose is to inform and educate the reader
- Address who, what, when where, why, and how in an “inverted pyramid” style of writing in which important details are found at the top of the story and less important ones are toward the end
- Includes a lead (to hook the reader’s interest by using strong verbs and a question, quotation or description), a body (offers more facts and details about the person, place or event cited in the first paragraph) and an end (answers any question the reader might have or make the reader think about what has been written)

Feature stories

- Focus on subjects that are timely, but they are not “hard” or “straight” news and often address the human-interest side of current events
- Informal stories designed to entertain, amuse, and stir emotions while informing
- People-oriented—focus more on the who and maybe the why and/or how
- Might include interviews, articles about special events, hobbies, and entertainment
- Written to appeal to the senses and emotions with vivid descriptions, simple sentences, and shorter paragraphs
- Use less formal style of writing and more descriptive language
- Include a lead (attention-getting hook), body (descriptive language, direct quotes, connection between topic and reader), and end but does not follow the inverted pyramid structure

Editorials

- Represent a particular point of view on a topic and discredit other points of view
- Purpose is to persuade
- Express the opinions of the newspaper (and of readers in “Letters to the Editor”)
- Use persuasive language
- Present position, provide facts and examples as supporting details, address and refute/discredit opposing points of view, and urge readers to take action

Which type of news story would be most likely to allow for a journalist's perception to influence perspective and why?

How might perception impact elements of a news story in different ways?

Three types of feature stories

1. News features: based on an interesting angle or aspect of a news event
2. Personality profiles: tell about successes, challenges, or other interesting aspects of a person and his/her life
3. Human-interest features: tell a story that is unusual or deals with something in an unusual way

Tabloid newspapers are usually made up of feature stories

Scenario

You are a budding journalist and are applying for a job as a reporter for *The Greek Enquirer*, the tabloid newspaper of Ancient Greece. As part of your application, you must submit a sample feature human-interest article based on a current event—something involving the Greek gods/goddesses, myths, or mythical creatures.

Tabloids

Entertainment newspapers, usually focusing on celebrities, conspiracies, prophecies, oddities, rumors and gossip.

Often “sensationalize”: present information about something in a way that provokes public interest and excitement, at the expense of accuracy

Brief history of tabloids

Historically, mainstream newspapers in the US catered to businessmen and politicians because they cost about 6 cents per issue, which was nearly half a day's pay for the working class. Publishers started printing a smaller version of the traditional newspaper (broadsheet) that was easier to read on subway trains. Around this same time some newspapers started to focus more on human-interest stories that were written to appeal to the senses and emotions of readers with vivid descriptions, simple sentences, and shorter paragraphs. As a result, the smaller, "penny press" versions known as tabloids came to be known more for its content than the size.

Features of tabloid-style writing

Headlines: bold and often sensational; use of all capital letters is common; often contain alliteration, rhyme or puns.

Paragraphs: tend to be short, rarely more than a few lines long

Language: simple and informal; words are rarely more than two syllables

Photographs: important; single photo can dominate the page

Story: human interest angle; often sensational and dramatic

Tabloid vs. Broadsheet

Tabloid

Broadsheet

THE Sun BRITAIN'S MOST POPULAR PAPER
 Monday, February 13, 2012 30p thesun.co.uk
 165 DAYS TO GO

DEATH OF A DIVA 1963-2012



Whitney died in bath after 48hr binge

LAST PICTURE
 Whitney Houston, 48, was found in her bathtub in Beverly Hills, California, on Monday. She had been in the bath for 48 hours. *Photo: Getty Images*

BY PETE SAMSON, Editor
TRAGEDY Whitney Houston was found dead in her bathtub on Monday. The 48-year-old diva, one of the world's biggest singing stars, had been in the bath for 48 hours. Her death, which was ruled as a natural heart attack, was the latest in a series of health problems that have plagued the singer. *Full Story - Page Two in News*

8-PAGE PULLOUT TRIBUTE INSIDE

● HOUSTON ON 'JACKO DRUGS' ● TWO NIGHTS OF BOOZY PARTYING ● HEAD WAS UNDERWATER

THE TIMES
 Thursday September 2 2010 1thetimes.co.uk | No 70042
 Max 22c, min 7c

Free inside
Eureka The magazine for Science. Life. The multiverse



Labour's leadership rivals line up to condemn Blair's book

Hawking: God did not create Universe
 Britain's most eminent scientist rejects divine intervention

God the Creator is not the answer of modern science

Labour's next generation line up to condemn Blair's book

Philip Webster, Roland Watson
 Labour's next generation line up to condemn Blair's book. The former Prime Minister's memoirs have been criticised by a number of Labour MPs, including the former Secretary of State for Education, Alan Johnson, and the former Secretary of State for Health, Alan Milburn. The former Secretary of State for Education, Alan Johnson, said that Blair's book was "a masterpiece of self-promotion" and that it was "a disgrace that a man who has done so much for the country should be so self-serving". The former Secretary of State for Health, Alan Milburn, said that Blair's book was "a masterpiece of self-promotion" and that it was "a disgrace that a man who has done so much for the country should be so self-serving".

Tony Blair's attack on his successor
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Hawking: God did not create Universe
 Britain's most eminent scientist rejects divine intervention. Stephen Hawking has said that it is not necessary to invoke God to explain the universe. He said that the universe could have arisen out of chaos due to the laws of physics, but most have been ruled out. Hawking's book, "The Grand Design", was published on September 9, a week before the Pope's visit to Britain. He sets out a "comprehensive" theory that the spontaneous emergence of life is not surprising. He says that the universe could not have arisen out of chaos due to the laws of physics, but most have been ruled out. Hawking's book, "The Grand Design", was published on September 9, a week before the Pope's visit to Britain. He sets out a "comprehensive" theory that the spontaneous emergence of life is not surprising. He says that the universe could not have arisen out of chaos due to the laws of physics, but most have been ruled out.

God the Creator is not the answer of modern science
 The answer he gives in "The Grand Design" is that the universe could have arisen out of chaos due to the laws of physics, but most have been ruled out. Hawking's book, "The Grand Design", was published on September 9, a week before the Pope's visit to Britain. He sets out a "comprehensive" theory that the spontaneous emergence of life is not surprising. He says that the universe could not have arisen out of chaos due to the laws of physics, but most have been ruled out.

Tabloid

- Popular press
- Bold layout: more color, bold typeface with lots of large and dramatic images)
- Shorter articles, less in-depth reporting
- Headlines usually include a pun or joke
- Focus more on gossip stories to do with celebrities (stories of human interest)

Broadsheet



- Serious/quality press
- Plain layout: usually no or limited color on front page, smaller typeface with fewer, smaller subtle images)
- Longer articles with more detailed and lengthy reports
- Headlines are more serious and focus on 'shocking' rather than jokes
- Focuses more on international news as well as politics

National Enquirer--Inquiring Minds Want to Know



Identify the 5 Ws and H of your myth/story

Name _____ Date _____ Class Period _____

 **5 W's and H Web** 

Why was this important or interesting?

What happened?

When did it happen?

Event

How did it happen?

Who was involved?

Where did it take place?

Copyright 2012 by Chad Merri, Teacher-Whitten@wvare.org/teachingtools.com

Planning/drafting your article

Use the questions to help plan your human interest feature article. After approval granted by teachers, start on the first draft of your article.

Additional tips for feature stories

Don't worry about the headline at this point!

Lesson 5 Part Two Activity Page A, Unit B

WRITING A FEATURE: *Plan*

Name _____

Directions: Use this guide to help write your feature story after you have collected information from observation, interviews and other sources.

1. Name the person, event or item you will write about. What kind of feature will you write?

2. List sources you will use.

3. Write one or two interesting quotations you will use.

4. List the five most interesting pieces of information you gathered about your subject. List them in order from most to least important.

5. Write at least five descriptive words you will use.

6. Write a lead sentence or paragraph that will attract the reader's attention.

**What are the techniques writers use
in tabloid headlines?**

HEADLINE TECHNIQUES

Headlines have to be fitted into the space available on a newspaper page.

Some techniques Editors and Journalists use to ensure their headlines are **snappy** and **eye-catching** are...

Alliteration repetition of the same beginning letter sound.

JUSTICE IS A JOKE

HEADLINE TECHNIQUES

Slang

This both
conversational
language and puns

CELEBRITY BIG BLUBBER

Exclamation

when emphasising
something or using
humour

NO WAY JOSE!

HEADLINE TECHNIQUES

Exaggeration

For example when a slight problem or difficulty is described as something far worse.

NIGHTMARE SEARCH FOR GOOD PUB FOOD

Repetition

reinforces an idea.

SPEND, SPEND, SPEND

HEADLINE TECHNIQUES

Pun

a humorous play on words.

WHAT'S THE BIG IKEA?

Metaphors

direct comparison between two unconnected people or things.

**'THROWING IN THE TOWEL'
OR 'SAVED BY THE BELL'.**

**Which techniques are used in
these headlines?**

EXCLUSIVE

Cheery Cheryl's got Ex Factor

Published: 06 Mar 2010

 [Add a comment](#)

BEAMING Cheryl Cole grins after flying solo to make her first public performance since splitting from hubby Ashley.





1975 national news items from the York press which contain a reference to the Ripper. Do you also remember? Match each of the five names with the correct name of a former Ripper case officer.

OBAMA WINS 2ND TERM AS PREZ

BARACK FOUR MORE



6AM SPECIAL

By Peter Bradshaw
BARACK Obama is President again - after America kept faith with him, the clearest victory since Republican Mitt Romney's stunning upset. Obama's re-election will be historic, and the world will be watching. It is a triumph.

...AND IN OTHER RESULTS

SCHALKE... 2
ARSENAL... 2

MAN CITY... 2
AJAX... 2



Anamarie

Former potato chip factory burned to a crisp

THE Sun No.1 FOR THE OLYMPICS

Tuesday, January 10, 2012 30p thesun.co.uk

KATE IN £1BN BOOST

EXCLUSIVE BY JANE HAMILTON, Correspondent

WOMEN copying Kate Middleton's style have pumped more than £1 billion into the British economy, retail experts have calculated. They are spending an average of £100 each a year to look like Kate, set 30 yesterday.

Full Story - Page Seven

THIS PAPER COSTS JUST 30p

199 DAYS TO GO

Thierry go again

HE SCORES WINNER ON HIS COMEBACK



FA CUP 3rd ROUND
ARSENAL... 1 LEEDS... 0

SEE SUNSPORT

THEY'RE BACK... AND BIGGER THAN EVER!

HOLS

FROM

£9.50

342 PARKS IN UK AND EUROPE

TOKEN 3: PAGE 20

Photo: iStockphoto.com/Chris Brown and iStockphoto.com/Chris Brown

£5 OFF

TESCO SHOPPING

Including legally obtained cheese

SEE 8-PAGE FULLOUT

TV CHEF SORRY OVER CHEESE THEFT

I'VE BEEN EDAM FOOL

...but I'll be Gouda from now on


By ANDY CRICK

SOUPRISE! Chef James Watson Thompson yesterday admitted for the first time he had stolen cheese from his own kitchen.

The Ready Steady Cook star, 66, admitted to his "crime" on Twitter by and friends by eating cheese and wine from Tesco in Haverley-on-Thames, Oxfordshire.

Watson, who was confronted by cops, added: "Obviously I can make amends."

Full Story - Page Five

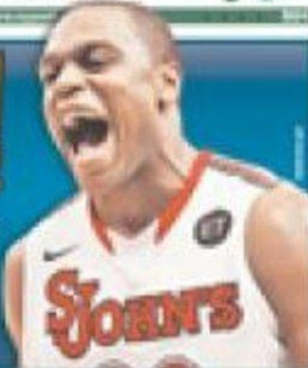


NEW YORK POST

LATE CITY FINAL

Madness!

- Johnnies jazzed for Zags
- Princeton is dream team
- Complete TV guide **SEE SPORTS**



FISSION IMPOSSIBLE

Last-chance heroes know they will die

Japan nuke crisis




Being a baker can give you asthma

Magic wand to end heavy periods

Anti-ageing pills that make you look OLDER

GREAT FALL OF CHINA

UK savings and pensions hit as Chinese crash triggers £75 billion FTSE plunge

BRITISH savers and pension funds feel the pain as the London stock market tumbled Monday. The FTSE 100 fell 1.5 per cent to 6,100.10, its lowest since 2008. The FTSE 250 fell 1.8 per cent to 10,100.10. The FTSE All-Share fell 1.6 per cent to 6,100.10. The FTSE 100 fell 1.5 per cent to 6,100.10. The FTSE 250 fell 1.8 per cent to 10,100.10. The FTSE All-Share fell 1.6 per cent to 6,100.10.

By Hugo Duncan and Adam Crooks
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Split sparks fears for hysterical One Direction fans

SEE PAGE EIGHT

METRO

London, November 25, 2009 www.metro.co.uk Page 14



Darling will borrow £512bn in gamble to get economy back on track... as millions face tax rises to foot bill



I owe, I owe, it's off to work you go

PRE-BUDGET REPORT SPECIAL

ALL those working parents who are struggling to make ends meet will be relieved to hear that the government is planning to cut the tax on child benefit from 10 per cent to 5 per cent from 2010. The move will mean that parents with two children will pay less than £100 a year in tax on their child benefit. The government is also planning to cut the tax on child benefit from 10 per cent to 5 per cent from 2010. The move will mean that parents with two children will pay less than £100 a year in tax on their child benefit.

FULL COVERAGE - PAGES 2-7

DAILY NEWS

NEW YORK'S HOMETOWN NEWS

IRAQ AND A HARD PLACE



THE PRESIDENT has down another line in the sand — and this time it's got teeth. "We do whatever is necessary to protect our people," Obama told Americans last night, saying he authorized military action should ISIS forces move in on the city of Erbil.

But he was careful to usage words of a nature to war overseas. "American combat troops will not be returning to fight in Iraq," he said.

BARBARIC

Obama's stance: "I'm not looking for labels than artists."

PAGES 4-5

Bam authorizes air strikes on ISIS thugs

Vows U.S. won't be 'dragged back to war'



Race row Messi is backed by Barca

SOCCER star Lionel Messi was last night defended by his club following accusations he socially abused a Premier League player.

Winger Royson Drenth, on loan to Everton from Real Madrid, claimed Messi repeatedly called him "negro" during his time in Spain.

Drenth, 25, said "I played with him many times and we always have problems."

"You know what both are, the set? That tone with which he always says 'negro, negro'."

But Barcelona came to the defense of 28-year-old Messi.

A spokesman said: "The player has always shown maximum respect towards rivals, something recognized by his fellow professionals. We are sure that any accusations of this nature are well outside of the mark." Messi has not commented.

Chart for streams

MUSIC streamed online so, demand is to be more start on Monday.

But from streaming including Spotify, Wee and iTunes will be used to compile a top 100.

The Official Charts Company, which will launch the list on its website that last year around 2.6 billion songs were streamed — aired on a computer.

Ed Sheeran, 21, who is the most streamed singer of 2013, praised the move.

But Patrick Carney, from rock group The Black Keys, criticized streaming, saying it is set up to be more fair for labels than artists.

Birthday stabbing

A DAD was stabbed to death at his daughter's birthday party because he asked after the well-being of a crying girl, a court heard yesterday.

Alex Sanchez, 65, was stabbed at least five times on his way to a cafe with the partner, who was not seen in law.

The girl's father, Matthew O'Connell, 56, was charged with the murder after he was found "not on exulting in the fact that his daughter had been 'humiliated' and 'regretted' the Old Lady was told.

Sometimes O'Connell denies murdering Mrs Sanchez of Walthamstow, East London. The trial continues.

HERE'S CHARLES WITH THE WEATHER...



"It's raining over the whole kingdom. Unlike me! What happens if one presses this?"

"Ah! We get a picture of some people who seem to be obliged to hold their own umbrellas."

"A bit chilly by the look of it. You might want to chuck another peasant on the fire."

LITTLE CHANCE OF REIGN



By RYAN SABRY

CHARLES became the Prince of Wales yesterday — as a weatherman on live TV.

And naturally, the future King forecast it was going to rain over us.

The Prince stepped in front of the cameras to deliver the luncheon bulletin as he toured BBC Scotland's Glasgow studios last night.

As the TV crew in the Glasgow studio burst out laughing, he quipped: "It will be cold, wet and windy."

With the BBC weather map behind him, he pointed out two royal residences: Balmoral and Castle of Mey.

The Prince of Wales predicted the "potential for a few drier days over Scotland."

As the TV crew in the Glasgow studio burst out laughing, he quipped: "It will be cold, wet and windy."

Reading from an extensive list of course by the north of the mainland.

"So, a little heavy sunshine over the Castle of Mey in Galloway."

He signed off to him now. Your Highness? Camilla also had a go at forecasting the weather — and with umbrellas.

The Royals spent 30 minutes at BBC Scotland to mark his 80th anniversary. They also recorded a voice-over and saw the set of royal show Manchester.

"I've met Chris Walker, 39 from Manchester."

"Charles was great. I've met with the Queen going round. I reckon his chance of being any time soon after a bit of rain."

Sabry@the-sun.co.uk

Residents warned
to protect fish and
hens to avoid ...

OTTER DEVASTATION



By Sarah Morrison and Fiona Simpson, **T&P**

A WARNING has gone out to the public to protect their fish and hens after it emerged that otters may have eaten a pond full of carp in one night.

A total of 40 carp, beloved pets of Peter and Sue Burton, disappeared from the pond at their home on Lane Close, in Bradford overnight on Thursday October 12.

Following discussions with police, it was and finally the couple believe that the fish they initially thought had been stolen may have been eaten by otters or mink.

Two of the carp were later found by Mr Burton under a bush behind the pond, one of which appeared to have been eaten in full while the other was completely left close



Alex Mulligan of the East Yorkshire Chalk Rivers Trust says the otter population in the Uffington area is reaching restoration point

to death.

Mrs Burton said: "The police officer investigating the disappearance of the fish had to state because the fish looked as though it had been bitten in half and had been eaten from the tail end it sounds as if otters or mink were responsible."

Alex Mulligan, of the East Yorkshire Chalk Rivers Trust, has explained that this is typical behaviour of otters who tend to bite into the lower vertebral parts of a fish, such as the head and lower and lower behind the vertebrae.

And he has advised the public that as the otter population in the Uffington area is reaching restoration point, "we need otters' feeding and to be sure to protect fish before and after the ponds."

He has however asked for the public not to harm Otter otters.

"There are a lot of otters where at the moment," said Mr Mulligan, who has extensive experience of otter otters being found in the area in York and Ouse, York.

He said otters use the back as their anchor of weight, but if they are in a pond or stream there they will feed on the fish's head - with a bite, which is capable of breaking

Turn to page 4

Turn to page 4

Don't forget to check the weather report to see if you need to take the clocks by one

THIS IS YOUR VALUE

News
OAP's

Computers
More good

ES

Walden
Latest

FLAK gives you the what's in it, and why, and why it's so good

Sport
19 pages
A 2008 guide to the club in 2008

WHITCHURCH Herald

Fantastic gift ideas for Valentine's Day
Herald
by CHERIE

£10 OFF AT THE PUMP
FREE
GREAT READER SAVING OFFER

Meet the rockin' rodents

TORTOISE THEFT LEAVES OWNER SHELL-SHOCKED

And thieves escape with **£10,000 BMW motor car as well**

THE owner of a pet tortoise stolen in a Whitchurch hamlet along with a Honda and a Blackberry mobile, is hoping his cherished pet will be returning.

The tortoise had been taken to the local pond. The owner, who lives in the area, said he was shocked when he discovered the tortoise had been taken. He said he was hoping to see it again.

He said he was hoping to see it again.

BARLOWS VALUE PRICES ELLERRE ROAD SOUTH HIGH STREET MALDEN HIGH STREET WHITCHURCH

SONY FREE 3D BLU-RAY PLAYER WITH A 40" 3D TV

Don't believe what you see on TV

Don't miss out on the latest in 3D TV

3D BLU-RAY PLAYER

3D TV

5



Patients failed by aceless GP care'

GEORGE MICHAEL EXCLUSIVE

SCRAPE ME UP BEFORE YOU GO SLOW

Star's crash drama



By MATT WILKINSON and TOM MORRIS

DRIVER Katherine Fox told yesterday how George Michael lay dazed and covered in blood after falling from a car on the M1.

Katherine, 23, said the singer's clothes were ripped and his training shoes torn off along with his trademark designer sunglasses.

She added: 'There was a nasty cut on his forehead and the back of his head. There was blood all down his face and on his teeth.'

'He was breathing and conscious but in shock.'

Katherine was driving behind a silver Range Rover when George's suddenly tumbled from a passenger door on to the third lane of the northbound carriageway.

She and other drivers hit their brakes and skidded to a halt. Katherine said: 'I saw blood everywhere and a man on the ground.'

'I thought someone had run across the road and been hit.'

'I asked what had gone on and was told he tried to open the car door and shut it again because it wasn't shut properly and apparently fell out at Slough. I was on the phone to the ambulance and said: 'You'd better come quick. This doesn't look good.'

'George was wearing a black and gold Adidas tracksuit that was ripped all down the arm and shoulder. He had no trainers on. I grabbed one from the second lane because cars were weaving to avoid it.'

Winner... Katherine Fox was driving Mini

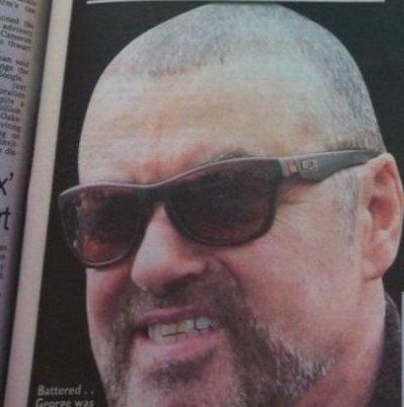


He had blood on his face. was in shock

to the hard shoulder and I back across two lanes of road to help George.

Katherine reversed her Mini it shielded him from other vehicles and an off-duty police stopped and directed it around the accident scene.

When minutes paramedics arrived, Katherine, a child nanny, said: 'George didn't anything, he just seemed to...'



Battered... George was

MEIN
 November 20, 2013
 THE WEEKLY ENTERTAINMENT MAGAZINE

Lab
VIDEO APE
 Change recall from post

HAPPY EVER AFTER
 Drew Barrymore's IIIX keeps her smiling

Comcast promises £130m more for refugees Page 6 • R2: the Capital One Cup action from last night Sport

That's all, Volks! Car chief quits as court cases loom

MURPHY HILL... TV CLAIM GIRLS RAFE AND SUKMANNA GET DIRTY



Britons could join scramble to sue as VW faces fraud charges



...the VW scandal...
 ...the VW scandal...
 ...the VW scandal...

...the VW scandal...
 ...the VW scandal...
 ...the VW scandal...

Some tabloids use extreme sensationalization...

WEEKLY WORLD
NEWS
MARCH 27, 1992 TORONTO, CANADA 33¢

DOLPHIN GROWS HUMAN ARMS!



OFFICIAL GOVT. PHOTO!

Creature loves humans and uses sign language, say marine scientists

WORLD'S BIGGEST HOROSCOPE!

DEAD HUSBY'S GHOST HAUNTS TOILET, SWEARS TEXAS WIDOW



Move over G.I. Joe!

By MAX DURANGO
Weekly World News

JESUS ACTION FIGURE HEALS THE SICK!



AMAZING!

JESUS - THE ORIGINAL SUPERHERO



JESUS performed miracles and healed the sick. Could it be his image has the same powers?

STUDENT Colum LaBau is a believer! The claim her misbegotten headaches disappear thanks to the Jesus 6!

SEATTLE, Wash. — Throw away your Teenage Mutant Ninja Turtles, kids. Toy-lovers everywhere are singing the praises of the newest action figure in town: Jesus Christ!

The five-inch-high plastic doll is made by Archie Toys, a novelty company specializing in religious-themed toys.

And some people believe this amazing new doll can actually perform miracles, just like the real Jesus.

They include Colum LaBau, a French exchange student attending college in the United States. She suffered from excruciating migraines for years — in the past diagnosed completely.

A TENAGE Mutant Ninja Turtles' no match!

when she bowed her head before the doll and sought its intervention.

Each reports delight and amazement at the doll's powers, says spokesman David Wahl.

"We produce the doll only as a historical figure, and we can't promise it has any special powers," he says. "But these things are hard to explain in any other way."

Whether the popular toy is a miracle-worker or not, there's no denying that it brings kids hours of fun as they create their own adventures with the sainted savior!

But there's just one catch — kids are finding they're not able to make the Jesus doll actually fight anyone.

"I keep trying to make Jesus fight Shaloo or Dr. Doom," says Todd St. It. "But the Jesus doll just starts the other cheek, just like the real Christ. After that, the kid gives up! I want to be just any more. It's like the Jesus doll turns the kid into a god!"

Scenario

You are a budding journalist and are applying for a job as a reporter for *The Greek Enquirer*, the tabloid newspaper of Ancient Greece. As part of your application, you must submit a sample feature human-interest article based on a current event—something involving the Greek gods/goddesses, myths, or mythical creatures. As you write your article, be sure to incorporate the characteristics of tabloid news articles. Your article must be presented with a “Breaking News” headline (<http://breakyourownnews.com>—see sample here).

Review/reflect

- How is tabloid news different from “real” news?
- What did you learn about being a journalist?
- How would a journalist be impacted by perception?
- What are the elements of news stories that allow for perception to influence perspective?

Day 4



DAILY NEWS

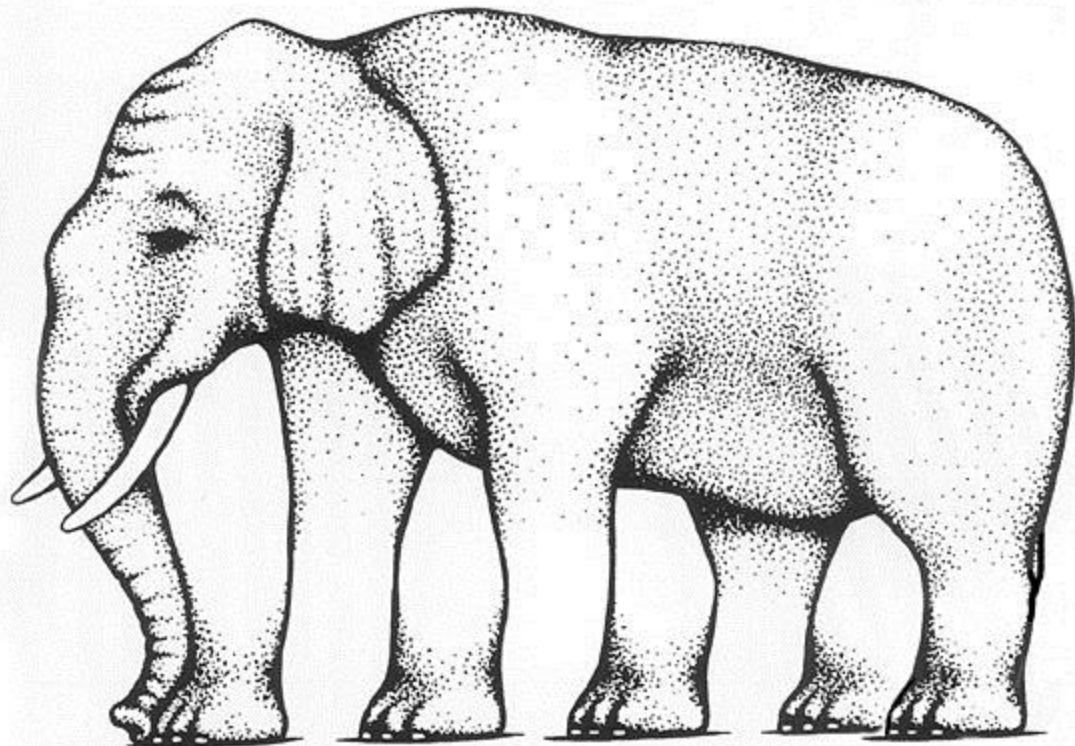
THE TRUE STORY OF THE 3 LITTLE PIGS!

BY A. WOLF

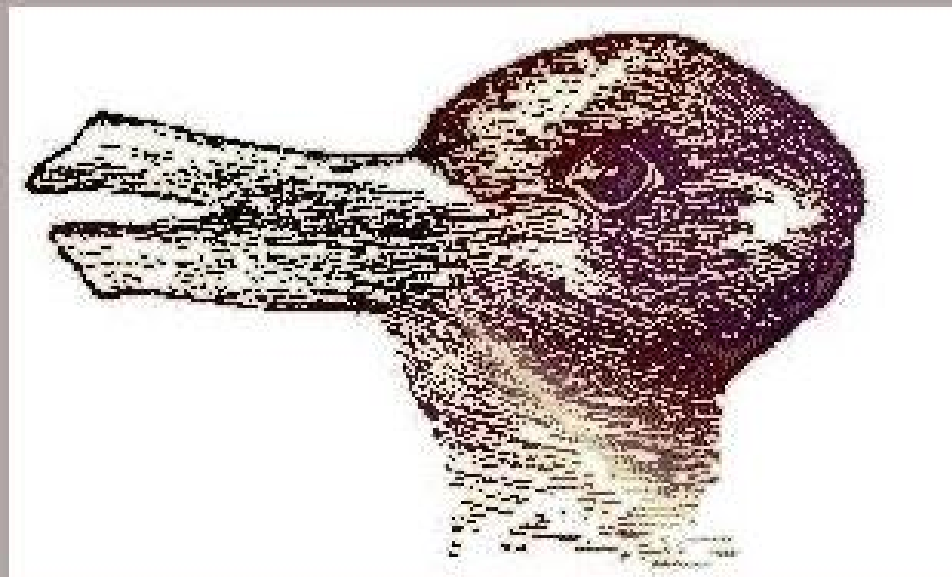


AS TOLD TO JON SCIESZKA
ILLUSTRATED BY LANE SMITH

How many legs does this elephant have?



GOOD





Perceptions and perspectives

- What is the correct way to see the picture? What do you think the author intended?
- How do you feel about people who saw the pictures the same way as you? What about those who saw them differently?
- Why do you think people perceive things differently?
- What are some things that might impact our perceptions?
- How does perceiving things differently influence our perspectives?



<https://learning.blogs.nytimes.com/2013/09/23/whats-going-on-in-this-picture-sept-23-2013/>

Bias

A positive or negative attitude toward something, often based on preconceived viewpoints rather than evidence.

What are some ways that bias
occurs in news sources?

Reflect/Discuss

- How did reading the caption and learning the back story of the image help you perceive the photo differently?
- Why is or isn't there a correct way to perceive things?
- How does the way we perceive something influence how we interpret it?
- How does bias appear differently in different format of news (print, radio, TV, online, etc.)?
- What might be the impact or results of biased news?
- How does bias influence our perceptions?

Scenario

You are a budding journalist and are applying for a job as a reporter for *The Greek Enquirer*, the tabloid newspaper of Ancient Greece. As part of your application, you must submit a sample feature human-interest article based on a current event—something involving the Greek gods/goddesses, myths, or mythical creatures. As you write your article, be sure to incorporate the characteristics of tabloid news articles. Your article must be presented with a “Breaking News” headline (<http://breakyourownnews.com>—see sample here).

Writing a tabloid feature story

How and where does bias appear in human interest feature stories, and especially tabloids?

<http://www.digitaldesk.org/external/sbolp/content/virtlc/mirror/tabframe.htm>

http://www.nebcommfound.org/media/docs/Writing_a_feature_story.pdf

Instructions

- Access read-only template at tinyurl.com/greekenquirer
- Make a copy (File-Make a copy) and rename as Greek Enquirer First Name Last Initial:
 - Greek Enquirer Jenny U.
- Share copy with me
- Replace image with your “Breaking News” photo (redo if need be); delete instructions in red
- Write article using human interest/tabloid characteristics (keep it to single page/three columns--change font/size if necessary)

Analyzing feature stories

- Interesting and/or attention-getting lead sentence
- Focus of story (which W or H?)
- Simple, informal language
- Descriptive language

**How did our learning experiences
this week prove that perceptions
influence perspectives?**

The Greek Enquirer: Inquiring Minds Want to Know



I like...



I wonder...



What if...

What did you enjoy about this session?

What questions do you have about the content we learned?

What suggestions do you have to improve this?

TEACHER NAME		Lesson #
Jenny Umbarger		1
MODEL	CONTENT AREA	GRADE LEVEL
Kohlberg's Stages of Moral Development	English Language Arts Social Studies	6-8
CONCEPTUAL LENS		LESSON TOPIC
Perceptions		Moral Dilemmas in Greek Mythology
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>NC English Language Arts Standards SL.6-8.1 Engage effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on [grade level] topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>NC Social Studies Standards 6.C.1.1 Analyze how cultural expressions reflected the values of civilizations, societies and regions (e.g., oral traditions, art, dance, music, literature, and architecture).</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
<i>Perceptions influence perspectives</i>		<i>How do perceptions influence perspectives?</i>
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
Students will know: <ul style="list-style-type: none"> The definition of perception (an individual's interpretation of something, usually based on sensory information—touch, smell, sight, hearing, and taste) The definition of perspective (a point of view) the definition of morals (an individual's own principles regarding right and wrong) the definition of ethics (rules provided by an external source, such as code of conduct in schools or workplaces, principles in religion, etc.) the stages of moral development as identified by Kohlberg. 		Students will be able to: <ul style="list-style-type: none"> differentiate between morals and ethics explain how morals (and ethics) influence decisions. apply the stages of moral development to given scenarios. analyze how perceptions and perspectives influence decision making

GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> ➤ What are perceptions? ➤ What are perspectives? ➤ How are perceptions and perspectives related? ➤ What is a dilemma? ➤ What are the obstacles you face to doing the right thing? ➤ What factors help you make the right decision? ➤ What are morals? ➤ How do morals influence your decision-making when faced with a dilemma? 	<ul style="list-style-type: none"> ➤ What are the possible choices? ➤ How do we know whether a choice is right or wrong? ➤ What are possible consequences of each choice? ➤ Who will be impacted by each choice? ➤ How will others be affected by your choice? ➤ How might you feel as a result of each of the possible decisions? ➤ What is your obligation or duty to make certain choices in certain situations? ➤ If there are negative consequences for doing the right thing, how can you face them in a strong, positive way? ➤ How do your perceptions of a scenario influence your perspective? 	<ul style="list-style-type: none"> ➤ Why is it difficult to know what to do in situations related to making ethical decisions? ➤ What are some things that impact how you make a decision? ➤ How do morals influence your decision-making when faced with a dilemma? ➤ When faced with moral or ethical dilemmas, how do your choices demonstrate your principles or beliefs? ➤ How do perception and perspective influence your decisions?

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.)

Content	Process	Product	Learning Environment
	Use of readings, videos, and graphic organizers for different learning styles. Use of Kohlberg's model. Depth/complexity icons of ethics and multiple perspectives.		Student groupings for discussion (partner, small group, and whole class)

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Presentation for unit: <https://goo.gl/NF1ywi>

Icebreaker/intro activity

As students enter, give them a Greek Mythology I Have/Who Has card. Welcome to students to the class and explain the instructions:

- Think about figures from Greek Mythology (gods/goddesses, heroes, monsters, etc.)
- Listen to the "Who has..." clues and determine if the clues refer to your character
- If your character is described, respond with "I have..."
- Before you give your clue, please tell us:
 - Your name
 - Grade you will be in next year
 - School you will attend next year

- Your favorite Greek mythological figure (if you have one)

Explain to the students that this will be a way to see how much they already know about characters from Greek mythology, but it's ok if they can't figure out who their person is. Solicit assistance from other students if need be.

Establish/reinforce norms/rules (dependent upon what is established camp-wide).

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Tell students we are going to start with a little brain exercise. Provide each student with a with copies of "[Seeing Things from a Different Point of View](#)" activity sheet. Have students complete the first part and then solicit answers. Ask students why there might be different responses. Sometimes people forget about the "f"s in the word "of" because it has a "v" sound. Move on to the second part and, after students have an opportunity to count the squares compare responses. Ask again why there might be different responses. Explain to students that our responses are dependent about how we perceive things. Ask students "What are perceptions?" and provide definition after discussion. Ask students "What are perspectives?" and provide definition after discussion. Ask students "How are perceptions and perspectives related?" Explain that over the course of the week as we look at Greek Mythology and become more news literate we will be exploring how perceptions influence perspectives.

Begin with "[What Would You Do?](#)" video clip and ask students to describe the dilemma. Ask them to put themselves in the shoes of the various people in the scenario. How would you react/what would you do in each situation? Discuss responses.

Ask students the pre-lesson questions and discuss:

What is a dilemma?

What are the obstacles you face to doing the right thing?

What factors help you make the right decision?

What are morals?

How do morals influence your decision-making when faced with a dilemma?

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Present the trolley dilemma. Distribute the [handout](#) and have students first read it silently to themselves and consider the dilemma. Ask students to summarize the situation and ask, "What are the possible choices?" they have in the situation (let the trolley go to kill the five workmen or pull the lever and send the trolley off to the side to only kill the one?). Ask students to jot down on the paper which option they would choose and why. Record a tally of how many would choose the five vs. the one.

Divide the students into small groups (4-6 students) to discuss. Direct them to first share their choice and reasoning and then determine what choice and reason they decide as a group is the best. Ask them to consider the following questions as they discuss:

How do we know whether a choice is right or wrong?

What are possible consequences of each choice?

Who will be impacted by each choice?

How will others be affected by your choice?

How might you feel as a result of each of the possible decisions?

What is your obligation or duty to make certain choices in certain situations?

If there are negative consequences for doing the right thing, how can you face them in a strong, positive way?

Following the small group discussion, reconvene as a whole class and allow groups to share their decisions and reasoning. After the discussion, as students to reevaluate their original position individually. Ask them what they

would do and what the most important reason for their action is, having them write it on their paper again. Record tally of choices to compare. Share the [train dilemma video](#) and ask students what they would choose with the third option now in the mix.

Ask students “How do your perceptions of the scenario influence your perspective?”

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Display [Kohlberg’s stages of moral development](#) and discuss each level. Explain how people progress through the stages as they develop because their reasoning (usually) matures as they mature. Give each student a copy of the [stages handout](#). Ask students to think about both the “What Would You Do?” and the trolley/train scenarios and discuss sample outcomes at each (or as many as possible) of the stages.

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Explain how morals and ethics are closely related and often times used interchangeably (even by philosophers), since they both relate to right and wrong conduct. However, morals tend to refer to an individual’s own principles regarding right and wrong while ethics refer more to rules provided by an external source (code of conduct in schools or workplaces, principles in religions, etc.). Explain how people are faced with moral and/or ethical dilemmas virtually every day, and how their interpretation of a given situation (their perception) may lead to different points of view (their perspective). This, in turn, may lead to different actions by people in the same situation. We are going to read about a moral dilemma from Ancient Greek mythology. Distribute copies of the [story of Scylla and Charybdis](#). Read the first 6 paragraphs and repeat the steps of the moral dilemma lesson plan with this story. Have students evaluate the scenario:

What are the possible choices?

How do we know whether a choice is right or wrong?

What might be the consequences of each choice?

Who will be impacted by each choice?

How will others be affected by your choice?

How might you feel as a result of each of the possible decisions?

What is your obligation or duty to make certain choices in certain situations?

If there are negative consequences for doing the right thing, how can you face them in a strong, positive way?

Have students state whether they would knowingly cause the death of 6 crewmembers in order to save the rest (Scylla) or risk all their lives in hopes of saving all their lives (Charybdis). Students should then determine in which stage of moral development their decision falls.

Finish reading the story to see what Odysseus chose and the impact of his decision.

Ask students “How do your perceptions of the scenario influence your perspective?”

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Provide students with copies of [Pandora](#) and have students read in pairs/groups. Ask students to identify how this story demonstrates a moral dilemma and in which stage Pandora falls. Lead students in discussion of the following:

Why is it difficult to know what to do in situations related to making ethical decisions?

How do morals influence your decision-making when faced with a dilemma?

What are the things that impact how you make a decision?

When faced with moral or ethical dilemmas, how do your choices demonstrate your principles or beliefs?

How do perception and perspective influence your decisions?

This discussion should lead to identifying how our different experiences (of life, upbringing, education, exposure, etc.) all assist in shaping our outlook to life and the surrounding environment—our way of seeing the world. Our interpretation, or perception, provides us with different perspectives.

If there is time, allow students the opportunity to explore some other myths in *D’aulaires’ Book of Greek Myths* and

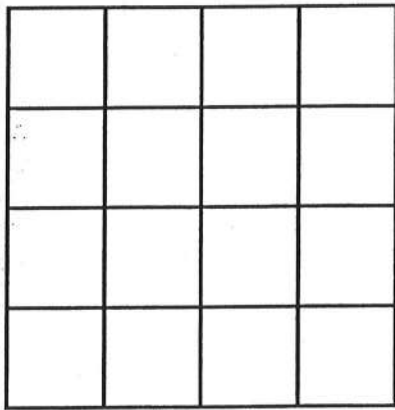
locate other examples of moral/ethical dilemmas in the myths. This will also expose them to a variety of stories from which they will be choosing one for their performance task.

Seeing Things From a Different Point of View

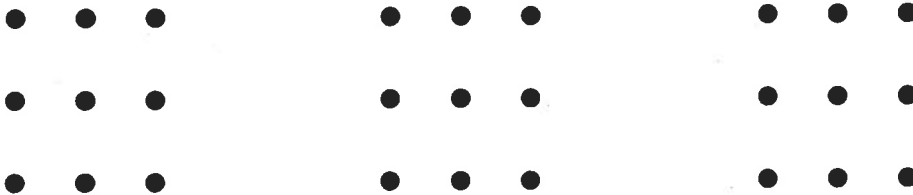
How many F's are in the following sentence? _____

FINISHED FILES ARE THE RESULT OF MANY
YEARS OF SCIENTIFIC STUDY COMBINED
WITH THE EXPERIENCE OF SEVERAL YEARS.

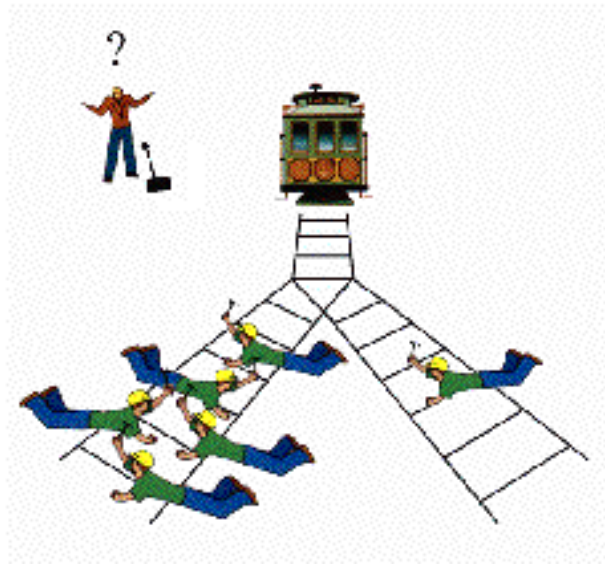
How many squares are there? _____



Connect all nine dots with four straight lines without lifting your pen or pencil from the paper.



The Trolley Problem

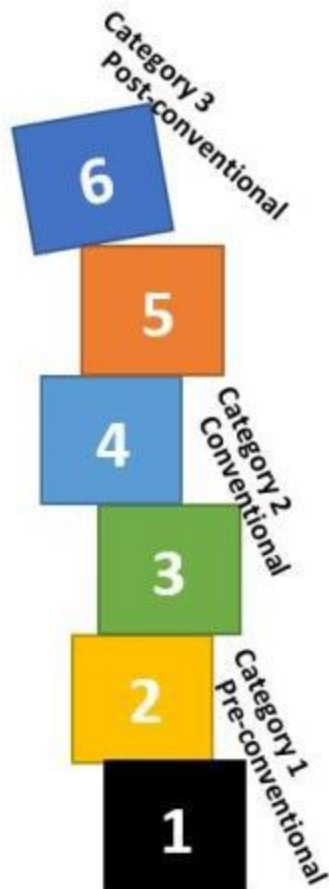


Imagine that a trolley is hurtling down the tracks. The hill is steep. It has lost its brakes. The driver of the trolley cannot stop its forward motion. Imagine, too, now, that you are standing beside the tracks a bit further down the hill and you can see the trolley coming. You can also see that even further down from where you are standing are five workmen on the tracks and you realize immediately that the trolley will kill all five of the workmen were it to continue on its path. There is steep ravine covered with gravel on either side of the tracks where the men are working. If they try to scramble out of the way, they will only slide back onto to the tracks, into the path of the trolley and face certain death. But suppose there is a side spur, off to the right and there is a lever in front of you that you can pull and that if you pull the lever you can switch the track and send the trolley off onto the side-spur and divert it from its path towards the workmen on the main track below. The lives of the five workmen will be spared.

Unfortunately, you notice that further down the side-spur, the side-track, there is another workman at work. There is a steep ravine on either side of the work area. If he were to try to scramble out of the way, he would only slide back onto the track and face certain death.

What should you do? Pull the lever and send the trolley onto the side-spur, killing the one to save the five or let the trolley continue on its way and kill the five workmen?

Kohlberg's stages of moral development



Stage 6: I do it because it is the right thing to do

Stage 5: I do it because of a social contract we have with each other

Stage 4: I do it because it is the law, and I respect the law

Stage 3: I do it so you like me

Stage 2: I do it so I get something out of it

Stage 1: I do it so I don't get in trouble

Tell Me a Story

Scylla and Charybdis (A Greek Myth)

Aug 30, 2009



by Amy Friedman and Meredith Johnson

Long ago a beautiful naiad was born to the great sea god, Poseidon. Her name was Charybdis. She loved and admired her father with all her heart. And so, when Poseidon went to war with the great god Zeus and stirred up great storms, Charybdis rode the tides, leading the water onto beaches. In this way the sea swallowed up villages and fields and forests and towns, claiming these for the god of the sea.

After a while Charybdis had won so much land for her father's kingdom, Zeus became enraged with her. He vowed to stop her forever, and to do this he transformed her into a monster -- all wide, gaping mouth; her arms and legs became flippers. From that moment Charybdis was forced to live in a cave beneath a lone fig tree on a tiny island in the Strait of Messina. Each day, three times a day, Charybdis sucked in gallons of saltwater, and with it she sometimes swallowed passing ships. When Charybdis swallowed, she created a water funnel. Those who looked down could see through the swirling eddy the rock beneath; sailors heard her hideous roar as she spewed out the water, creating relentless, dangerous whirlpools. Hundreds of sailors drowned in those ferocious waters stirred up by Charybdis' rage.

On the other side of this narrow channel between Italy and Sicily lived another monster. Like Charybdis, Scylla had not always been a terror. She was born a nymph -- the daughter of Phorcys -- but one day Glaucus, a fisherman who had turned into a sea god, fell madly in love with her. Scylla did not return his love, and so she fled from him. In despair, and longing to convince her to love him,

Glaucus went to see the sorceress Circe. There he begged for a love potion that would melt Scylla's heart.

Alas, as Glaucus told Circe his tale of love and longing, the sorceress fell in love with him. She tried to convince him to forget Scylla and to fall in love with her instead, but he paid her no attention; his heart belonged to the nymph. This enraged Circe. To punish her rival, she prepared a vial of poison, and this she poured into the pool where Scylla bathed.

As soon as Scylla walked into her bath, she was transformed into a horrifying monster with six heads, each with a triple row of teeth sharper than knives. Now she was no longer beautiful but a monstrous creature with 12 feet and a body composed of hideous barking dogs. Unable to move, she lived in misery on a cliff beneath the sea and lashed out at all ships that passed by. Whenever a ship sailed too close, each of Scylla's heads seized a member of the crew and destroyed them in her grotesque mouths.

From that time on Charybdis lived on one side of the blue channel, and Scylla on the other. The two monsters became the peril of all sailors. Everyone had tales to tell of the terrors they caused. The two sides of the strait were so close to each other that those who tried to avoid Scylla would pass too close to Charybdis, thus risking their lives in whirlpools. But those who attempted to slip past Charybdis moved too close to Scylla, and many died in the grip of her gnashing teeth.

Among those who tangled with the monsters was the great Odysseus -- a courageous and able seaman -- and fortunate too, for the gods watched over him. Circe had warned Odysseus and his crew of the monsters. Thus alerted, Odysseus believed he could pass in safety, and as he and his crew approached the channel, they kept strict watch, searching for the roaring waters as Charybdis swallowed; her roar warning him to keep his distance.

Alas, no matter how hard they looked, they could not make out Scylla, so hidden was she beneath the sea. And as they passed safely by Charybdis, Scylla darted forth with her terrible heads. In each mouth she caught a sailor, and those six men shrieked in horror as she carried them to her den beneath the sea.

Ulysses had never seen a more terrible sight. He stood helplessly on deck, unable to save his men. His heart broke as he listened to the echoing cries long after Scylla had captured them. Of course, this would not be the end of his troubles -- he had yet to vie with the island of the sun, with famine and curses, foul winds and storms.

Lightning soon destroyed his mast, and his vessel was torn to pieces. Stranded on a raft, once more Odysseus was swept into the strait to face Charybdis and Scylla. This time he passed too close to Charybdis, and with one great heave, she swallowed his raft. The clever sailor, however, leapt to safety by clinging to the fig tree overhanging her lair.

When Charybdis finally spewed out the broken raft, Odysseus dropped to safety on one of the timbers and paddled by hand out of the strait. That is how he, unlike so many others, survived.

To this day the sea monsters remain a terror to all passing sailors, the sources of many tales. They are quieter now, but true men and women of the sea understand the danger that lurks below the water, out of sight yet never really out of mind.



WELCOME TO MYTH MAN'S AWARD WINNING HOMEWORK HELP

PANDORA - MYTHOLOGY'S FIRST WOMAN

*"...the woman opened up the cask,
And scattered pains and evils among men."
--Works and Days, Hesiod*



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Zeus would seem ungrateful if he appeared to forget the important role that Prometheus and his brother Epimetheus had played in the war against the Titans, and he couldn't just kill the brothers, so he cunningly devised a scheme to get even!

When Zeus, the king of the Olympian gods, was young and trying to establish his rule, he was challenged by a group of ferocious Titans, who tried to keep him from gaining power. A long and terrible war ensued, with all the Olympian gods joined against the Titans, who were led by Cronus and Atlas.

After ten years of fighting, and with the help of the Cyclopes and the Hecatoncheires (The Hundred-Handed-Ones), Zeus and his fellow Olympians defeated the Titans. Only a few Titans, including Themis, Prometheus and his brother Epimetheus, fought on the side of Zeus - against their fellow Titans - and once Zeus won, he rewarded them.

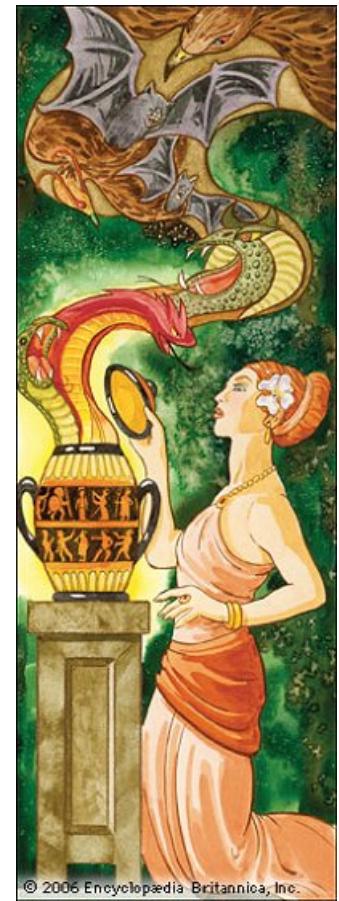
But soon Prometheus made Zeus very angry by stealing fire from Mount Olympus and giving it to the race of mortal men living on earth, who were cold and hungry. Zeus had warned Prometheus not to give fire to men, and was outraged that anyone had the nerve to ignore his command.

Still, he would seem ungrateful if he appeared to forget the important role that Prometheus and his brother Epimetheus had played in the war against the Titans, and he couldn't just kill the brothers, so he cunningly devised a scheme to get even!

In revenge, Zeus ordered Hephaestus, the god of smiths, to craft a gorgeous woman out of earth and water. The beautiful goddess of Love, Aphrodite, was asked to pose as a model, just to make sure the woman was perfect. Once this was done, the Four Winds (or some say Hephaestus himself) breathed life into her and there she lay sleeping, brand spanking new!

The first mortal woman on earth was to be bestowed with unparalleled charm and beauty, and her unknown mission would be to bring mischief and misery upon the human race. Zeus then summoned the other Olympians and asked them each to give this new creation a gift.

Aphrodite adorned her with beauty, grace and desire; Hermes, the Messenger god, gave her cunning and boldness; Demeter showed her how to tend a garden; Athena taught her manual dexterity and to spin; Apollo taught her to sing sweetly and play the lyre; Poseidon's gift was a pearl necklace and the god of the sea promised her that she would never drown.



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[CLICK TO ENLARGE](#)

When Pandora was finally brought out and shown to the gods, resplendent in all the finery she had received, great amazement and wonder took hold of them, such was the effect of her beauty.



[CLICK TO ENLARGE](#)

Prometheus (whose name means 'forethought') had warned his brother Epimetheus ('afterthought') never to accept any gift from Zeus, knowing that the king of the Olympians bore a heavy grudge against him.

But Zeus also made her foolish, mischievous and idle. This was the first woman, divine in appearance but quite human in reality.

The gods called her Pandora, which means "All-gifted", or "The gift of all", because each god had given her a power by which she would work the ruin of man, and because of the many presents bestowed upon her at Olympus.

Lovely Pandora was created to become the wife of the Titan Epimetheus, who was the not-very-bright brother of Prometheus, the one who had gotten on Zeus' bad side. Before sending her to earth, the gods held a big banquet and Hermes, the Messenger god, presented Pandora with a splendidly crafted jar (some say a box), adorned with wonderful images. But Hermes warned Pandora that she must **never open the jar (box)!**

She must NEVER open the box...And then Zeus' wife, Hera, gave her the quality of **curiosity!** Tell me, is that fair?

They also gave her silvery raiment and a brodered veil, and in her hair they placed bright garlands of fresh flowers and a wonderful crown of gold. Her gowns were most sumptuous and she was truly a vision from heaven.

When Pandora was finally brought out and shown to the gods, resplendent in all the finery she had received, great amazement and wonder took hold of them, such was the effect of her beauty.

Prometheus (whose name means 'forethought') had warned his brother Epimetheus ('afterthought') never to accept any gift from Zeus, knowing that the king of the Olympians bore a heavy grudge against him. However, Hermes took her by the hand and escorted Pandora down to earth, safely guiding her down the slope of Mount Olympus. When the Messenger god delivered her before Epimetheus, the foolish Titan was overwhelmed by her exquisite beauty - Indeed Pandora was the most beautiful mortal woman ever created!

"Glorious Zeus feels bad for the sorrow and disgrace that has plagued your family." said trickster Hermes to the Titan. "To make up for it, and to demonstrate that there are no hard feelings toward you for your brother's folly, Zeus presents you with this gift -- This beautiful woman named Pandora, the fairest in all the world, is to become your wife."

Epimetheus, instantly forgetting his wiser brother's admonitions, eagerly accepted the lovely gift from Zeus and made her his wife. Pandora settled into their large home and took on the wifely duties, baking and spinning and tending the garden. She thought herself the happiest bride in the world as she played melodious tunes on the lyre and joyfully danced for her new husband.

But Pandora daily was tortured by curiosity. Hey, how would you like to receive a beautiful wedding present, shiny and inviting, only to be told you could never open it? Talk about torture! That's not fair!

At first she kept the golden box on the table and daily polished it so that visitors might admire its beauty. The brilliant sunlight sparkled from the precious box, beckoning her it seems, begging to be opened.

So inviting...so inviting...Hera's gift, curiosity, was like a cruel curse. Pandora wondered what the box contained. Her imagination created intriguing scenarios, for the box was so beautiful on the outside, how could it not hold exquisite treasures inside? Surely Hermes was kidding when he said never to open it, he's such a joker, thought Pandora.



[CLICK TO ENLARGE](#)

The gods called her Pandora, which means "All-gifted", or "The gift of all", because each god had given her a power by which she would work the ruin of man, and because of the many presents bestowed upon her at Olympus.



[CLICK TO ENLARGE](#)

Aphrodite adorned her with beauty, grace and desire; Hermes, the Messenger god, gave her cunning and boldness; Demeter showed her how to tend a garden; Athena taught her manual dexterity and to spin



[CLICK TO ENLARGE](#)

This made matters worse - she found herself walking by the storeroom and pausing at



[CLICK TO ENLARGE](#)

Entering a house, these monster hang from the rafters and bide their time, waiting for the perfect moment to swoop down and sting their victim, bringing pain, pestilence, sorrow and death.



[CLICK TO ENLARGE](#)

Would you have been disciplined enough to keep the jar/box shut, or would you, like Pandora, let your curiosity get the best of you?



[CLICK TO ENLARGE](#)

"I bet Hermes really wanted me to open the box," she mused, "he's probably watching right now, waiting for me to look inside so that I can be delightfully surprised and thank him. Surely he's hidden a splendid surprise inside..."

But deep inside her, Pandora knew that her promise must not be broken. Her better sense finally overcame her ardent curiosity and she removed the box from the table and concealed it in a dusty hidden storeroom. This made matters worse - she found herself walking by the storeroom and pausing at the doorway, as if the mysterious golden box was calling to her. Sometimes she would enter the room and hold the box for a guilty moment, then rush out and lock the door. This was killing her!

Desperate, Pandora took the box and locked it inside a heavy wooden chest. She placed chains around the chest, dug a hole, and buried it in her garden. With great effort she rolled a huge boulder on top of the "grave", determined to forget all about this object of her obsession.

She couldn't sleep that night. No matter how she tried, her thoughts kept returning to the buried golden box. She put on her robe and went out to the garden. As if in a trance, Pandora found herself drawn to the boulder. She reached out and touched the stone and like magic it moved, revealing the hole. This must be a sign from Hermes!

"You must never open the box!" As she dug the earth to get to the box, the Messenger god's words rang in her mind. "Never open the box!"

Pandora wanted to obey the command of the gods, and she really wasn't wicked, but at last she could no longer contain her curiosity. Taking the little golden key from around her neck, she fitted it into the keyhole and gently opened the box. Just a tiny bit, so that she could have a little peek, you see, and then she was going to close it up again. Just a little, tiny peek...It was her wedding gift, after all...

Bad move. No sooner had Pandora opened the box, that she realized her mistake. A foul smell filled the air and she heard swarming and rustling inside. In horror she slammed the lid shut, but alas it was too late! The evil had been unleashed!

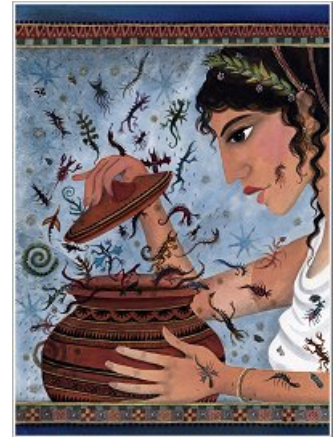
You see, the vindictive gods had each put something harmful inside the box. All the plagues and sorrows known to humanity were released once Pandora opened the jar. Old Age, Sickness, Insanity, Pestilence, Vice, Passion, Greed, Crime, Death, Theft, Lies, Jealousy, Famine, the list went on and on...every evil, that until then had been trapped inside the gift from the gods, was now loosed upon the earth.

First the scourges stung Pandora and Epimetheus on every part of their body, then the evils scattered throughout the world and mixed with the good, so that they were indistinguishable, and humans had a hard time telling between the two extremes. Entering a house, these monster hang from the rafters and bide their time, waiting for the perfect moment to swoop down and sting their victim, bringing pain, pestilence, sorrow and death.

Woe was Pandora! The poor girl was terror-stricken at what she had caused, and at this unexpected eruption of evil. But just as she thought all was lost, one little Sprite, a solitary good thing, hidden at the bottom of the jar, flew out.

It was **Hope!** Deep down inside the hateful jar was the only thing that has sustained humanity in times of sorrow, pain and misery - Hope. The endless Hope that things will soon get better. And it's this Hope that keeps us going to this very

the doorway, as if the mysterious golden box was calling to her.



[CLICK TO ENLARGE](#)

All the plagues and sorrows known to humanity were released once Pandora opened the jar. Old Age, Sickness, Insanity, Pestilence, Vice, Passion, Greed, Crime, Death, Theft, Lies, Jealousy, Famine, the list went on and on...



[CLICK TO ENLARGE](#)

day, our sole comfort in times of misfortune.

But before you go blaming all of society's ills on poor lovely Pandora, the first woman and the ultimate pariah, first consider the following question: Would you have been disciplined enough to keep the jar/box shut, or would you, like Pandora, let your curiosity get the best of you?

Hey, if it was MY wedding gift, I'd be opening it! Just so I could send a Thank You note!

Here's an interesting aside: At a still later period, rather than **all the ills** of the world, the box was said to have contained **all the blessings** of the gods. These were meant to have been preserved for the future benefit of the human race. Pandora was instructed never to open the box, but once again her curiosity got the better of her, and she had a peek.

The winged blessings at once took flight and escaped, rarely to be seen again. If only Pandora had kept the box closed! Who knows what our world would be like!

▶ AdChoices

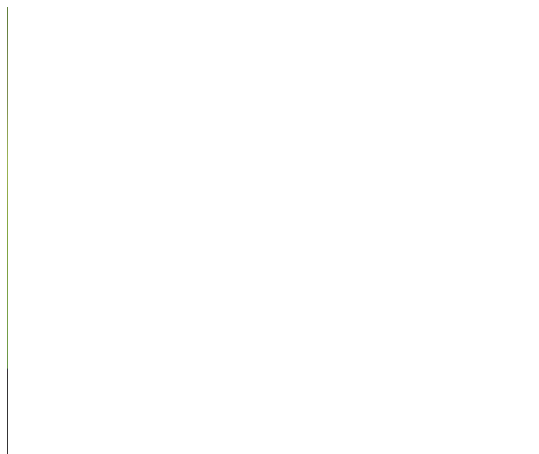
Pandora Box

Pandora World

▶ AdChoices

Greek Gods

Pandora Charms



[HOMEWORK HELP](#)

TEACHER NAME		Lesson #
Jenny Umbarger		2
MODEL	CONTENT AREA	GRADE LEVEL
Taba Concept Development	English Language Arts Social Studies Information Skills	6-8
CONCEPTUAL LENS		LESSON TOPIC
Perceptions		Evaluating News Sources for the Truth
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>NC English Language Arts Standards CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. CCSS.ELA-Literacy.CCRA.R.8 Delineate and evaluate argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of evidence.</p> <p>NC Social Studies Standards 6.C.1.1 Analyze how cultural expressions reflected the values of civilizations, societies and regions (e.g., oral traditions, art, dance, music, literature, and architecture). 7.C.1 Understand how cultural values influence relationships between individuals, groups and political entities in modern societies and regions. 7.C.1.2 Explain how cultural expressions (e.g. art, literature, architecture and music) influence modern society.</p> <p>NC Information and Technology Essential Standards (ITES) SI.1.1 Analyze/Evaluate resources for reliability. SI.1.3 Analyze resources for point of view, bias, values, or intent of information.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
<i>Perceptions influence perspectives</i>		<i>How do perceptions influence perspectives?</i>
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
Students will know: <ul style="list-style-type: none"> The definition of post-truth (relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief) It is more important than ever to fact-check the news. The impact of social media on how we receive information. Bias, satire, and propaganda influence how we perceive information. 		Students will be able to: <ul style="list-style-type: none"> Compare and contrast multiple texts. Identify factors that impact how we view the news. Distinguish between fake news and real news. Evaluate ways to avoid fake news. Analyze the problems and potential consequences associated with the spread of fake news.

GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> ➤ Why are there several tellings of the same Greek myths? ➤ How do these different tellings demonstrate that perceptions influence perspectives? ➤ What happens when the news we get isn't factual? ➤ What are some of the factors that influence our perceptions of the truth in news? ➤ How might these perceptions of truthful news influence our perspectives about news stories? ➤ How do we determine whether or not sources are credible and reliable? 	<ul style="list-style-type: none"> ➤ What are some things you found that influence the truth/our perception of the truth in news and news reporting? ➤ Which of these items seem like they belong together? ➤ What could you call each of the groups you formed? ➤ How could some items go in more than one group? ➤ How did you decide where to put them since they could only be listed once? 	<ul style="list-style-type: none"> ➤ What made this challenging? ➤ How did you decide what items fit together? ➤ How did things change from the first grouping to the second? ➤ How do we find truth in the news? ➤ Why should we be skeptical of what we read/see/hear in the news? ➤ How can we determine whether or not sources are reliable? ➤ What could be/are some of the consequences of news that is not factual? ➤ How do we determine what is the truth and what is our interpretation? ➤ How do perceptions influence the truth in news reporting? ➤ How do perceptions influence our perspectives of the news?

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
	Use of both videos and articles to address different learning styles. Taba lesson plan model. Depth/complexity icons of ethics and multiple perspectives.		Student groupings (may be dependent upon students in class).

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Remind students how yesterday we determined that our different experiences (of life, upbringing, education, exposure, etc.) all assist in shaping our outlook to life and the surrounding environment—our way of seeing the world. As a result of our interpretation, or perception, we have different perspectives. Today we are going to start with exploring different perspectives to think about how these might be influence by perceptions.

Show [this version](#) of Pandora. Ask students to think about how this version is similar to and different from the version from yesterday. Provide students a [copy of text from the online version](#) and instruct them to compare and contrast the two on the [Venn diagram](#) provided. Read the story of Pandora from D'aulaires' Book of Greek Myths, provide them with version [here](#). After reading/viewing all versions, have students complete a four-circle Venn

diagram to compare and contrast the four versions. Ask students “Why are there several tellings of the same myths?” Discuss and share the following points as needed:

- As passed down orally, they were conditioned by the city or geographical area in which they developed, by the period in which they were created, and by the cultural milieu in which they were refined and fleshed out
- We know of some myths we know of others only from archaeological sources (scenes illustrated on vases, in bronzes, in reliefs, on sarcophagi, and in decorative architecture elements from all ages)
- while a lively oral tradition continued, shaping and changing the myths and adapting them to changing circumstances
- difficulties encountered by modern-day interpreters in reading these stories correctly after thousands of years

(These are taken from <http://theunboundedspirit.com/ancient-greek-mythology/>.)

Ask students “How do these different tellings demonstrate that perceptions influence perspectives?”

Explain that there a variety of situations when how we perceive something can influence our perspective on it. One of these is the news. Show students the video “[Why News Matters](#)” to get them thinking about the news. Discuss the reasons news is important based on the video and ensure discussion includes how the video addresses such things as well-sourced, separating news from noise, reliability, credibility, and to help make decisions. What happens when the news we get isn’t factual? “Post-truth” is the OED’s word of the year for 2016 and is defined as “relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief.” Other buzz words related to the news right now are “fake news” and “alternative facts.” Ask students remaining pre-lesson questions and allow for discussion:

- What are some of the factors that influence our perceptions of the truth in news?
- How might these perceptions of truthful news influence our perspectives about news stories?
- How do we determine whether or not sources are credible and reliable?

Explore - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

Listing

Review definitions of perceptions and perspectives. Students will watch two short TED-Ed video clips “[How to Choose Your News](#)” (4:48) and “[How False News Can Spread](#)” (3:41) and read the article “[How Fake News Goes Viral: A Case Study](#).” Give students a copy of the [Taba groupings graphic organizer](#). As they view and read these, students will list the words and/or phrases which relate to perceptions and/or perspectives or the relationship between the two in news reporting and truth in news reporting. Students will share their lists to generate one complete list as a class.

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

Grouping and Labeling

Ask students, “Which of these items seem like they belong together?” Using the class-generated list, students (with a partner or in small groups) will organize the items into categories based on what they view as similarities between the items. Instruct students that there must be a minimum of four groups, and items cannot be included in more than one category. Teacher will circulate during this activity. Ask “What could you call each of the groups you formed?” Instruct students to label each group. Allow students to share responses. Guide discussion on the process and outcome: What made this challenging? How did you decide what items fit together?

Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

Regrouping

Ask students “How could some items go in more than one group?” “How did you decide where to put them since they could only be listed once?” Instruct students to take the original list and group the items differently but into a

minimum of three different groups. This time items CAN be listed in more than one group, but the category labels must be different.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Synthesizing

Guide discussion on the process and outcome. Ask students the post-lesson questions:

- What made this challenging?
- How did you decide what items fit together?
- How did things change from the first grouping to the second?
- How do we find truth in the news?
- Why should we be skeptical of what we read/see/hear in the news?
- How can we determine whether or not sources are reliable?
- What could be/are some of the consequences of news that is not factual?
- How do we determine what is the truth and what is our interpretation?
- How do perceptions influence the truth in news reporting?

Provide students with a copy of the [Evaluating a News Article infographic](#) and [Ten Questions for Fake News Detection checklist](#) and discuss how these can be useful in finding the truth. After reviewing these, ask students how do perceptions influence perspectives of the news?

Introduce the **first part** of the performance task to students:

You are a budding journalist and are applying for a job as a reporter for *The Greek Enquirer*, the tabloid newspaper of Ancient Greece. As part of your application, you must submit a sample feature human-interest article based on a current event—something involving the Greek gods/goddesses, myths, or mythical creatures.

Instruct students to choose the Greek myth or mythological figure (god/goddess, hero, monster, etc.) on which they will base their article. Allow additional time to explore their topic using various websites in addition to the book:

<http://greekmyths4kids.com/>

<https://greekgodsandgoddesses.net/>

<http://www.mythweb.com/>

<http://myths.e2bn.org/mythsandlegends/>

<https://www.greekmythology.com/>

Myths and Legends

E²B^N

Custom Search

Home About Myths and Legends Create your own Teachers

Pandora's Box

Text only version

Has your curiosity ever got you into trouble? Have you ever been so desperate to know a secret that you took no notice of a warning? All through history there are stories of people being told not to open doors, caskets, cupboards, gates and all sorts of other things and, in so many of the stories, the people just did not listen. One person who did not listen was Pandora. Her story comes from Ancient Greece and her curiosity brought a whole heap of trouble!

In ancient Greece there were two brothers named Epimetheus and Prometheus. They upset the gods and annoyed the most powerful of all Gods, Zeus, in particular. This was not the first time humans had upset Zeus, and once before, as punishment, he had taken from humans the ability to make fire. This meant they could no longer cook their meat and could not keep themselves warm.

However, Prometheus was clever and he knew that, on the Isle of Lemnos, lived Hephaestos, the blacksmith. He had a fire burning to keep his forge hot. Prometheus travelled to Lemnos and stole fire from the blacksmith. Zeus was furious and decided that humans had to be punished once and for all for their lack of respect.

Zeus came up with a very cunning plan to punish the two brothers. With the help of Hephaestos, he created a woman from clay. The goddess Athene then breathed life into the clay, Aphrodite made her very beautiful and Hermes taught her how to be both charming and deceitful. Zeus called her Pandora and sent her as a gift to Epimetheus.

His brother Prometheus had warned him not to accept any gifts from the gods but Epimetheus was completely charmed by the woman and thought Pandora was so beautiful that she could never cause any harm, so he agreed to marry her.

Zeus, pleased that his trap was working, gave Pandora a wedding gift of a beautiful box. There was one very, very important condition however, that she must never open the box. Pandora was very curious about the contents of the box but she had promised that she would never open it.

All she could think about was; what could be in the box? She could not understand why someone would send her a box if she could not see what was in it. It seemed to make no sense at all to her and she could think of nothing else but of opening the box and unlocking its secrets. This was just what

play >

[Play HTML5 version](#)
For iPad and Android

Story home

Story text

Your work

Origins

Glossary

Easy read version

Zeus had planned.

Finally, Pandora could stand it no longer. When she knew Epimetheus was out of sight, she crept up to the box, took the huge key off the high shelf, fitted it carefully into the lock and turned it. But, at the last moment, she felt a pang of guilt, imagined how angry her husband would be and quickly locked the box again without opening the lid and put the key back where she had found it. Three more times she did this until, at last, she knew she had to look inside or she would go completely mad!

She took the key, slid it into the lock and turned it. She took a deep breath, closed her eyes and slowly lifted the lid of the box. She opened her eyes and looked into the box, expecting to see fine silks, gowns or gold bracelets and necklaces or even piles of gold coins.

But there was no gleam of gold or treasure. There were no shining bracelets and not one beautiful dress! The look of excitement on her face quickly turned to one of disappointment and then horror. For Zeus had packed the box full of all the terrible evils he could think of. Out of the box poured disease and poverty. Out came misery, out came death, out came sadness - all shaped like tiny buzzing moths.

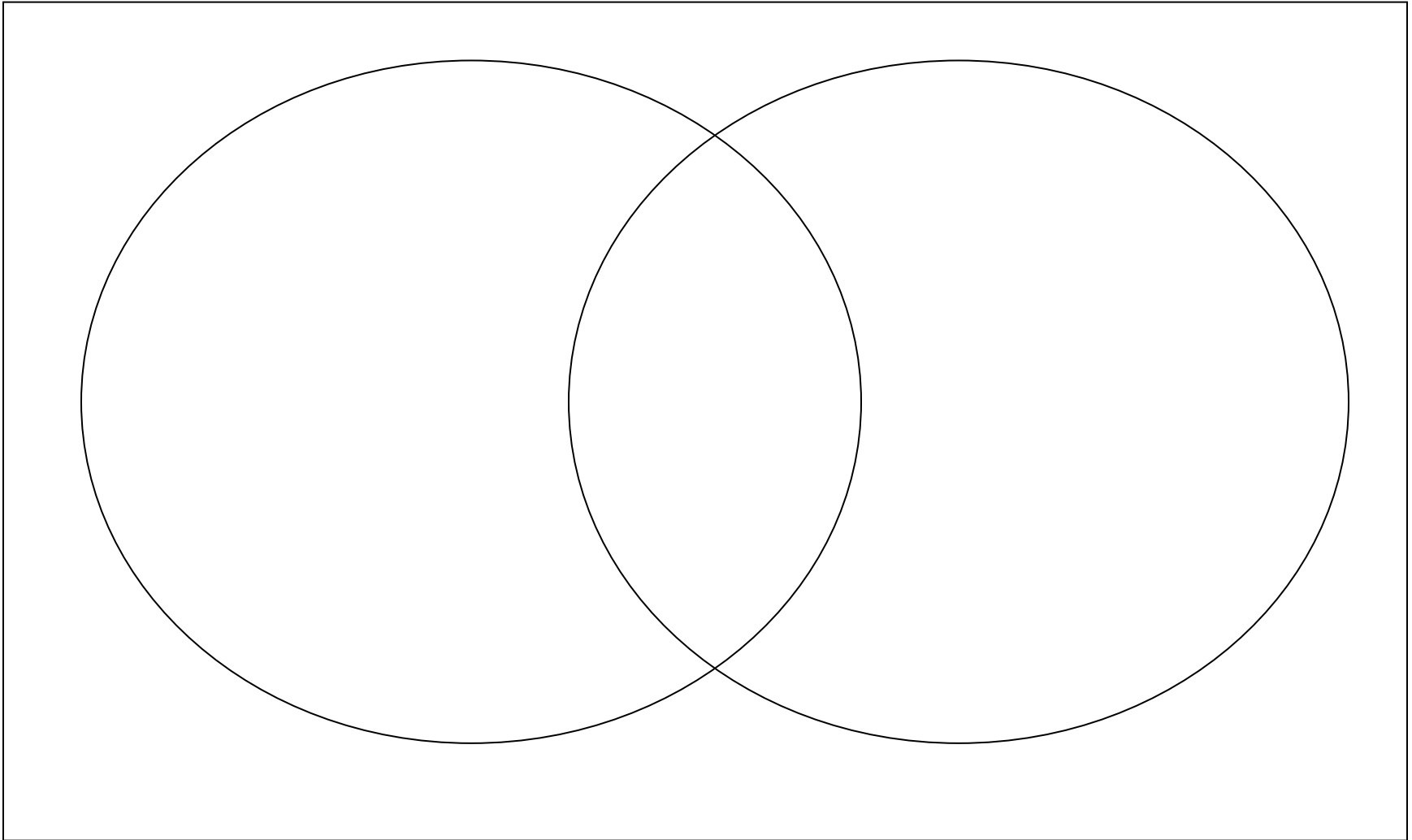
The creatures stung Pandora over and over again and she slammed the lid shut. Epimetheus ran into the room to see why she was crying in pain. Pandora could still hear a voice calling to her from the box, pleading with her to be let out. Epimetheus agreed that nothing inside the box could be worse than the horrors that had already been released, so they opened the lid once more.

All that remained in the box was Hope. It fluttered from the box like a beautiful dragonfly, touching the wounds created by the evil creatures, and healing them. Even though Pandora had released pain and suffering upon the world, she had also allowed Hope to follow them.

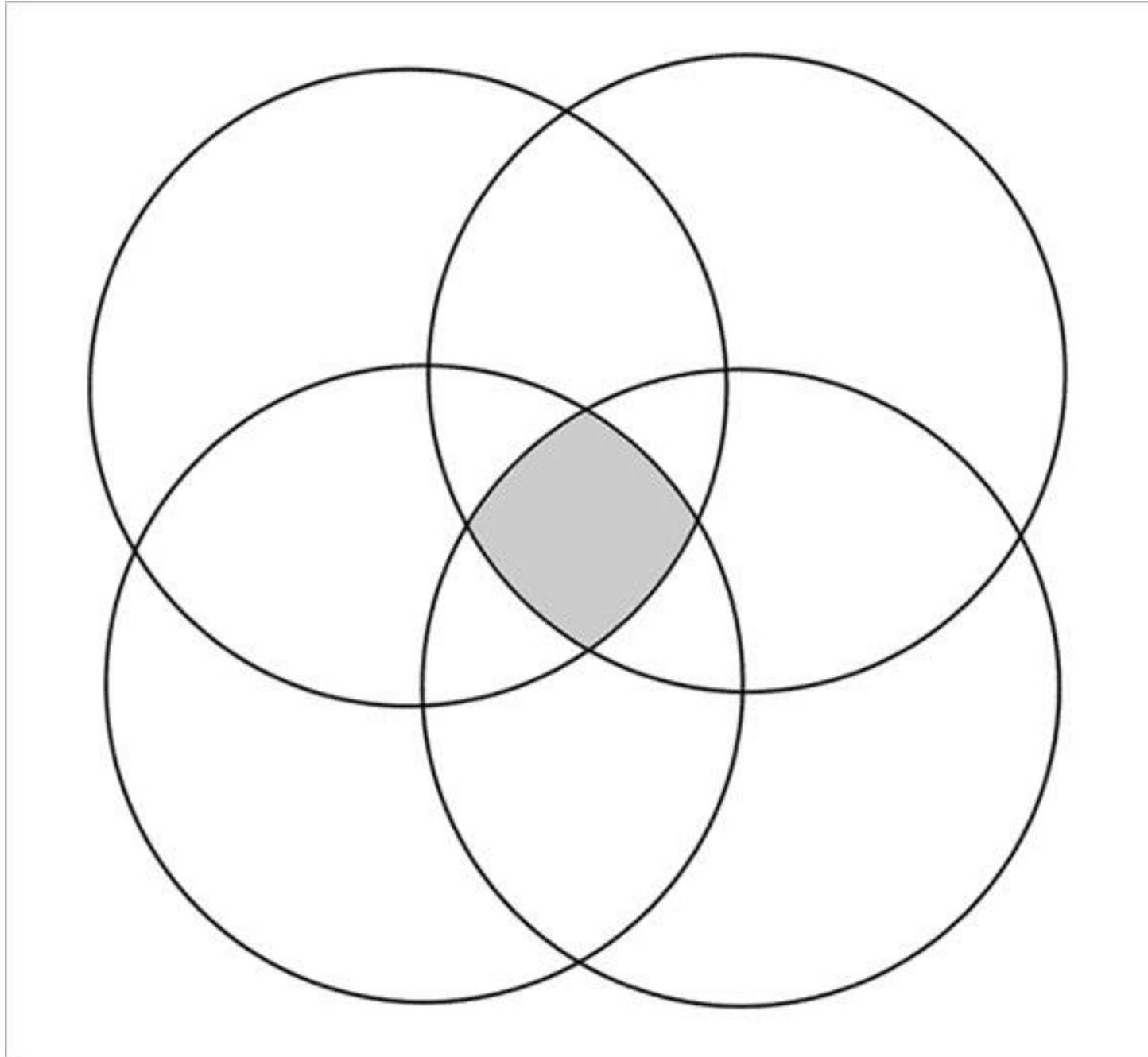


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Pandora's Box



Pandora's Box



Pandora's Box

Ancient Greek Myths for Kids

As the story goes ...

Once upon a time, a long time ago, there were two brothers named Epimetheus and Prometheus. They were good gods. They had good hearts. They were good friends.

One day, Prometheus got in trouble with Zeus. Angry over something or other, Zeus had declared that man did not deserve fire. Because he had a kind heart, and he knew how much man needed fire for food and warmth, Prometheus gave man the secret of fire even though Zeus had told all the gods not to do that. Zeus was furious that his order had been ignored. As punishment, Zeus chained Prometheus to a rock for many years.

But that was not enough punishment, not for Zeus. Once Prometheus was chained to a rock, Zeus went after Prometheus' brother, the gentle, kind-hearted Epimetheus. Zeus did not chain Epimetheus to a rock. Zeus had a more sneaky punishment in mind.

First, Zeus ordered the gods' handyman, the maker of things - Hephaestus - to make Zeus a daughter. Hephaestus made a woman out of clay, a beautiful woman. He brought her to life, and then brought her to Zeus. Zeus named his lovely new daughter Pandora.

Zeus knew that Epimetheus was lonely. Zeus told Epimetheus that his brother, Hephaestus, had to be punished and that's why he was chained to a rock, but he felt sorry that this punishment left Epimetheus without the company of his brother. That's why Zeus had decided to give Pandora in marriage to Epimetheus. It was not the truth of course, but then nearly everyone in the ancient Greek world knew better than to believe the mighty Zeus.

Epimetheus was kind-hearted and gentle and thoughtful, but he was no fool. He knew Zeus was up to something. But he loved Pandora at first sight.

Zeus gave the newlyweds a gift. Some say it was a jar. Some say it was a box. Whatever it was, it was locked. It came with a note. The note said: "DO NOT OPEN." Attached to the note was a key. It was all very curious.

You can guess what happened next. It was Pandora whose curiosity got the better of her. One day, she used the key to open the box. As she raised the lid, out flew all the bad things in the world today - envy, sickness, hate, disease. Pandora slammed the lid closed, but it was too late.

Epimetheus heard her weeping. He came running. Pandora opened the lid to show him it was empty. Quickly, before she could slam the lid shut, one tiny bug flew out. He gave Pandora a big buggy smile in thanks for his freedom and flew away. That tiny bug was named Hope. And Hope made all the difference in the world.

How Fake News Goes Viral: A Case Study

By SAPNA MAHESHWARI



Images posted on Twitter by a marketer in Austin, Tex., the day after the presidential election.

Eric Tucker, a 35-year-old co-founder of a marketing company in Austin, Tex., had just about 40 Twitter followers. But his recent tweet about paid protesters being bused to demonstrations against President-elect Donald J. Trump fueled a nationwide conspiracy theory — one that Mr. Trump joined in promoting.

Mr. Tucker's post was shared at least 16,000 times on Twitter and more than 350,000 times on Facebook. The problem is that Mr. Tucker got it wrong. There were no such buses packed with paid protesters.

But that didn't matter.

While some fake news is produced purposefully by teenagers in the Balkans (https://www.buzzfeed.com/craigsilverman/how-macedonia-became-a-global-hub-for-pro-trump-misinfo?utm_term=.nw549gpAPk#.kf5W5Lx0qJ) or entrepreneurs in the United States (https://www.washingtonpost.com/news/the-intersect/wp/2016/11/17/facebook-fake-news-writer-i-think-donald-trump-is-in-the-white-house-because-of-me/?tid=sm_tw) seeking to make money from advertising, false information can also arise from misinformed social media posts by regular people that are seized on and spread through a hyperpartisan blogosphere.

Here, The New York Times deconstructs how Mr. Tucker's now-deleted declaration on Twitter the night after the election turned into a fake-news phenomenon. It is an example of how, in an ever-connected world

where speed often takes precedence over truth, an observation by a private citizen can quickly become a talking point, even as it is being proved false.

Nov. 9, shortly after 8 p.m. Eastern



Snoopes

Mr. Tucker, who had taken photos of a large group of buses he saw near downtown Austin earlier in the day because he thought it was unusual, saw reports of protests against Mr. Trump in the city and decided the two were connected. He posted three of the images with the declaration: “Anti-Trump protestors in Austin today are not as organic as they seem. Here are the busses they came in. #fakeprotests #trump2016 #austin”

Mr. Tucker said he had performed a Google search to see if any conferences were being held in the area but did not find anything. (The buses were, in fact, hired by a company called Tableau Software, which was holding a conference that drew more than 13,000 people.)

“I did think in the back of my mind there could be other explanations, but it just didn’t seem plausible,” he said in an interview, noting that he had posted as a “private citizen who had a tiny Twitter following.”

He added, “I’m also a very busy businessman and I don’t have time to fact-check everything that I put out there, especially when I don’t think it’s going out there for wide consumption.”

Nov. 10, 12:49 a.m. Eastern



Several hours later, the first important step occurred. Mr. Tucker’s tweet was posted

(https://www.reddit.com/r/The_Donald/comments/5c6ag1/breaking_they_found_the_buses_dozens_li) to the main Reddit community for Mr. Trump under the heading:

“BREAKING: They found the buses! Dozens lined up just blocks away from the Austin protests.” It quickly generated more than 300 comments, some of which blamed the protests on George Soros, the liberal billionaire philanthropist, who is a frequent target of the group.

Nov. 10, around 9 a.m. Eastern

The next morning, the frenzy began. A user on Free Republic, a conservative discussion forum, linked

(<http://www.freerepublic.com/focus/f-news/3492176/posts>) to the Reddit thread about Mr. Tucker’s post, increasing the attention and spreading it further into the online world. Later, Facebook pages like

(https://www.facebook.com/permalink.php?story_fbid=1139002346176899&id=568187893258350) Robertson Family Values, which is named for but not affiliated with the stars of “Duck Dynasty,” and Donald Trump Commander in Chief 2020, linked to the Free Republic discussion. Those posts were shared more than 5,000 times each, and more than 300,000 Facebook users have linked to the Free Republic thread.



They found the buses! Dozens lined up just blocks away from the Austin protests.

Anti-Trump protestors in Austin today are not as organic as they seem. Here are the busses they came in. #fakeprotests #trump2016 #austin

Nov 10, 2016 · www.freerepublic.com

Visit Link Share Save

307,616 people have shared this link

Nov. 10, late morning through the afternoon

Sean Hughes, the director of corporate affairs for the bus company Coach USA North America, said he learned about the rumor involving its vehicles after receiving a couple of curious emails and hearing from a friend in New Jersey who had seen the claim on Facebook and wanted to know if it was true.

A reporter at the Fox television station in Austin contacted Mr. Hughes later that day, and he responded with a statement (<http://www.fox5ny.com/news/216900687-story>) noting that “at no point were Coach USA buses involved in the Austin protests.” But that did little to stem the online furor.

“That reporter said, ‘You’re probably going to get a lot more phone calls because it’s all over the place,’” Mr. Hughes said in an interview on Thursday.

“You’re the second journalist to actually call me to see what was going on, no bloggers or anything, and we’re easily accessible on our website,” Mr. Hughes said.

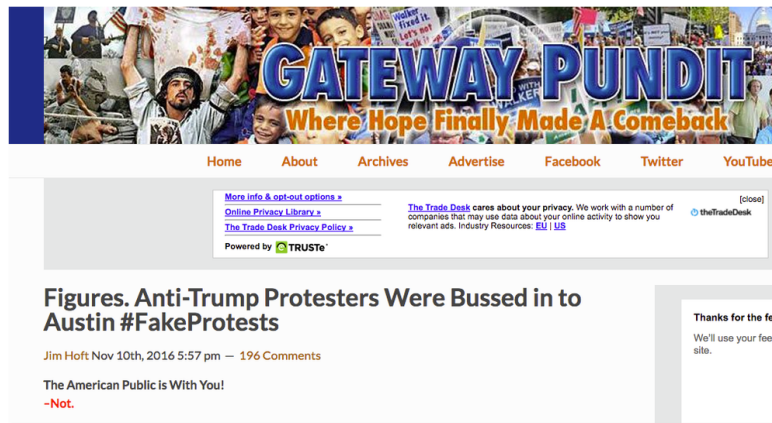
He added, "I just kind of wish people looked into facts before they go ahead and do something like that, because it could be easily debunked based on a quick phone call or two, or a couple emails."

During this time, Mr. Tucker was replying to queries on Twitter about whether he had proof to support his claim. He confirmed in a post that he "did not see loading or unloading" but that the buses were "quite near protests at right timing." That admitted lack of evidence, however, had little effect. By about noon, Mr. Tucker's initial post had been retweeted and liked

(<https://www.facebook.com/raeannnews/posts/694430087375471:0>) more than 5,000 times. There was more to come.



Nov. 10, evening



Around 6 p.m., the conservative blog Gateway Pundit posted a story using Mr. Tucker's images under the headline "Figures. Anti-Trump Protesters Were Bussed in to Austin #FakeProtests." The post, which included a mention of "Soros money," has been shared on Facebook more than 44,000 times, according to statistics on the website (<http://www.thegatewaypundit.com/2016/11/figures-anti-trump-protesters-bussed-austin-fakeprotests/>).

The story line became a prominent one throughout the conservative blogosphere, with other sites incorporating Mr. Tucker's tweet into posts about paid protesters, referring to him as an eyewitness in Austin.

Then, shortly after 9 p.m., Mr. Trump sent this tweet:



Mr. Tucker considered deleting his tweet about the buses, but Mr. Trump's message emboldened him. "I figured if he were to say something like that, I might be barking up the same tree," Mr. Tucker said.

When asked if Mr. Trump might have been relying, at least tangentially, on the erroneous message he had sent about the buses, Mr. Tucker said, "I don't want to say why Trump tweeted when he tweeted. I just don't know and I truthfully don't think any of us will ever know."

Nov. 11


Doreen Jarman, a spokeswoman for Tableau, said the company issued a statement to the local television station KVUE and The Austin American-Statesman on Nov. 11, saying that the buses were connected to the company's conference.

The American-Statesman posted an article (<http://austin.blog.statesman.com/2016/11/11/anti-trump-protesters-in-austin-not-bused-in-contrary-to-twitter-verse/>) online shortly after noon, said Asher Price, the article's author. Around 2 p.m., Mr. Tucker tweeted a link to his blog, where he acknowledged that he could have been "flat wrong," and mentioned that he had voted for Gary Johnson. The rumor-checking website Snopes also debunked (<http://www.snopes.com/anti-trump-protesters-bused-into-austin/>) the claim that the buses were connected to any protests. None of this seemed to have much impact.

Mr. Tucker's initial tweet continued to generate thousands of shares on Facebook through Free Republic and pages like Right Wing News (<https://www.facebook.com/OfficialRightWingNews/posts/1591918240868299>) and Joe the Plumber (<https://www.facebook.com/TheRealJoethePlumber/posts/10154225318254296>)

Right Wing News
November 11 at 11:30pm · 🌐

Well, well, well...



Guess Who's Bussing in All of Those Anti-Trump Protesters Who Are Burning Flags & Rioting in the Streets

IHAVETHETRUTH.COM | BY THE CONSERVATIVE MILLENNIAL

👍 Like 💬 Comment ➦ Share

👍 🤔 🤔 8.6K Top Comments ▾

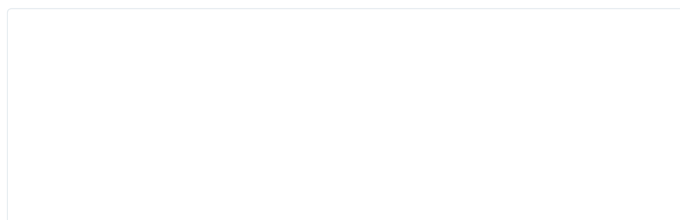
8,259 shares 869 Comments

After midnight, Mr. Tucker deleted his original tweet, then posted an image of it stamped with the word “false” for posterity. It did not receive much attention.

After a week, that message had 29 retweets and 27 likes. The Snopes article has been shared about 5,800 times according to its website, a fraction of the number for the fake version of the news. Faced with the impact of his initial tweet, Mr. Tucker, who now has about 960 Twitter followers, allowed himself a moment of reflection.

“Anytime you see me in the future going out there where I think there’s going to be a big audience, I can assure you I’m going to try my best to be balanced with the facts and be very clear about what is opinion and what is not,” Mr. Tucker said.


If he could go back, he said, “I might have still tweeted it but very differently. I think it goes without saying I would have tried to make a more objective statement.”




 **erictucker**
@erictucker

FALSE

Anti-Trump protestors in Austin today are not as organic as they seem. Here are the busses they came in. [#fakeprotests](#) [#trump2016](#) [#austin](#)



 **erictucker**
@erictucker Follow

And BOOM! The old big bad post is gone! Its memory shall live on! Thanks all! Let's keep the conversation moving!
blog.erictucker.com/2016/11/11/why...

12:57 AM - 12 Nov 2016

61 78

Trending (<https://www.nytimes.com/trending/>)



List all the words and/or phrases that relate to perceptions or perspectives (or both) or the relationship between the two in news reporting and truth in news reporting

Groupings

Label:

Label:

Label:

Label:

Label:

Label:

List all the words and/or phrases that relate to perceptions or perspectives (or both) or the relationship between the two in news reporting and truth in news reporting

Groupings

Label:	Label:	Label:
Label:	Label:	Label:

Evaluating a News Article

An Infographic Created by  EasyBib
a Chegg service

Does the headline match the content?

Read the entire article before deciding to trust it or not as headlines are sometimes fabricated to grab your attention.



Are there references, links or citations?

These validate the author's information and allow us to easily access and explore more about the information in the article.



Are there spelling or grammatical errors?

Errors of this nature show that the author might have hastily posted the information or they may not be an authoritative expert in the content they're writing about.



Who is the Author?

No author listed is a red flag! It means you can't investigate them to see if they are credible or not.

When there is an author, do a Google search to locate other articles they've written, credentials, and if they can be contacted.



What is this website?

Find the mission and goals of the website by looking for its "About Us" section.

This information will help you to determine the website's purpose and credibility.



Are there any direct quotes that are incorrectly used or taken out of context?

Are you able to find the same quote on another website? Or did a Google search of the quote produce something different? Writers can modify quotes to change their meaning and to make you believe something that isn't 100% true.

Does the article only showcase one side of an argument?

If an article only features one viewpoint, the reader should remind themselves that they're not seeing the full picture. Be cautious of news articles that only report one side of the story.

Is the story completely outrageous?

If the story is unbelievable, chances are it is! Trust your gut instinct and check for many of items discussed in this article.



Find more guides and tools on writing and researching at www.easybib.com

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TEN QUESTIONS FOR NEWS DETECTION

Use the questions below to assess the likelihood that a piece of information is fake news. The more red flags you circle, the more skeptical you should be!

START

1. Gauge your emotional reaction: Is it **strong**? Are you **angry**? Are you intensely **hoping** that the information turns out to be true? YES | NO
2. Reflect on how you encountered this. Was it promoted on a website? Did it show up in a social media feed? Was it sent to you by someone you know?
3. Consider the headline or main message:
 - a. Does it use **excessive punctuation(!)** or ALL CAPS for emphasis? YES | NO
 - b. Does it make a claim about containing a secret or telling you something that **"the media" doesn't want you to know**? YES | NO
 - c. Don't stop at the headline! Keep exploring.
4. Is this information designed for **easy sharing**, like a **meme**? YES | NO
5. Consider the source of the information:
 - a. Is it a well-known source? YES | NO
 - b. Is there a byline (an author's name) attached to this piece? YES | NO
 - c. Go to the website's "About" section: Does the site describe itself as a "fantasy news" or **"satirical news"** site? YES | NO
 - d. Does the person or organization that produced the information have any editorial standards? YES | NO
 - e. Does the "contact us" section include an email address that matches the domain (not a Gmail or Yahoo email address)? YES | NO
 - f. Does a quick search for the name of the website raise any suspicions? YES | NO
6. Does the example you're evaluating have a current date on it? YES | NO
7. Does the example cite a variety of sources, including official and expert sources? Does the information this example provides appear in reports from (other) news outlets? YES | NO
8. Does the example hyperlink to other quality sources? In other words, they haven't been altered or taken from another context? YES | NO
9. Can you confirm, using a reverse image search, that any images in your example are authentic (in other words, sources that haven't been altered or taken from another context)? YES | NO
10. If you searched for this example on a fact-checking site such as Snopes.com, FactCheck.org or PolitiFact.com, is there a fact-check that labels it as less than true? YES | NO



REMEMBER:

- It is easy to clone an existing website and create fake tweets to fool people.
- Bots are extremely active on social media and are designed to dominate conversations and spread propaganda.
- Fake news and other misinformation often use a real image from an unrelated event.
- Debunk examples of misinformation whenever you see them. It's good for democracy!

TEACHER NAME		Lesson #
Jenny Umbarger		3
MODEL	CONTENT AREA	GRADE LEVEL
Bruner	English Language Arts Social Studies	6-8
CONCEPTUAL LENS		LESSON TOPIC
Perceptions		News Stories and Tabloid News
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>NC English Language Arts Standards</p> <p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>RI.8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>W.6-8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>L.6-8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6-8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6-8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6-8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>NC Social Studies Standards</p> <p>6.C.1.1 Analyze how cultural expressions reflected the values of civilizations, societies and regions (e.g., oral traditions, art, dance, music, literature, and architecture).</p> <p>NC Information and Technology Essential Standards (ITES)</p> <p>TT.1.3 Use appropriate technology tools and other resources to design products to share information with others (e.g. multimedia presentations, Web 2.0 tools, graphics, podcasts, and audio files).</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding?)</i>
<i>Perceptions influence perspectives</i>		<i>How do perceptions influence perspectives?</i>

CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)		PROCESS SKILLS (What will students be able to do as a result of this lesson?)
Students will know: <ul style="list-style-type: none"> • The different types of newspaper writing (news stories, feature stories, editorials). • The structure and characteristics of news stories, feature stories, and editorials (see Planned Learning Experiences for specifics) • The types of feature stories (news features, personality profiles, human-interest features). • The history of tabloid newspapers. • The difference between hard news and tabloid news. • The techniques used to write tabloid headlines. 		Students will be able to: <ul style="list-style-type: none"> • Synthesize information from a variety of sources. • Differentiate between hard news and tabloid news. • Analyze a news article for the characteristics of a feature story. • Incorporate the characteristics of feature stories/tabloid news into their writing. • Justify how perceptions influence perspectives.
GUIDING QUESTIONS		
<i>What questions will be asked to support instruction? Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> ➤ How do perceptions influence perspectives in news reporting? ➤ What do journalists do? ➤ What do journalists look like? ➤ What are some places in which journalists work? ➤ What are some tools they use in their work? ➤ What are some methods journalists use to gather information? ➤ What rules impact how journalists work? ➤ What are some characteristics journalists should possess? 	<ul style="list-style-type: none"> ➤ What are different tasks a journalist might do? ➤ How has the job of a journalist changed over time? ➤ What is the process a journalist goes through to get a story published? ➤ What role do perceptions play in the field of journalism? ➤ How might perceptions of a journalist impact his/her job? ➤ How might a journalist's perception influence his/her perspective? ➤ How might perceptions of a journalist change their perspective over time? ➤ What are the elements of a news story? ➤ Which type of news stories would be most likely to allow for a journalist's perception to influence interpretation and why? ➤ How might perception impact elements of a news story in different ways? ➤ What are the techniques used to write tabloid headlines? 	<ul style="list-style-type: none"> ➤ How is tabloid news different from "real" news? ➤ What did you learn about being a journalist? ➤ How would a journalist be impacted by perception? ➤ What are the elements of news stories that allow for perception to influence perspective?

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
	Use of Bruner model Use of both videos and articles for different learning styles.		Student groupings (may be dependent upon students in class).

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Have students reflect on previous day's activities and lesson and ask "How do perceptions influence perspectives in news reporting?"

Explain to students that today we are going to explore the role of a journalist. Instruct students to independently create a list of what they know about journalists. Provide students with the following questions to guide their thinking:

- What do journalists do?
- What do journalists look like?
- What are some places in which journalists work?
- What are some tools they use in their work?
- What are some methods journalists use to gather information?
- What rules impact how journalists work?
- What are some characteristics journalists should possess?

Have students share out and record responses so that the list is visible to all. Ask students to elaborate on their responses.

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Show students the [video on what a journalist does](#) and provide the [handout](#) and have them add to their list. In addition to the questions above, have them consider the following:

- What are different tasks a journalist might do?
- How has the job of a journalist changed over time?
- What is the process a journalist goes through to get a story published?

Have students turn and talk to respond to these questions:

- What role do perceptions play in the field of journalism?
- How might a journalist's perception influence his/her perspective?
- How might perceptions of a journalist impact his/her job?
- How might perceptions of a journalist change their perspective over time?

Share out responses.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Ask students "What are the elements of a news story?" (Anticipating answer related to who, what, where, when, why, and how.) Explain to students that in newspapers, there are three types of writing: hard-news, feature, and editorial. While the 5Ws and H are important in news stories, each type of writing has a different purpose and structure.

Hard-news stories

- Factual and represent the real world—objective and formal writing
- Purpose is to inform and educate the reader
- Address who, what, when where, why, and how in an “[inverted pyramid](#)” style of writing in which important details are found at the top of the story and less important ones are toward the end
- Includes a lead (to hook the reader’s interest by using strong verbs and a question, quotation or description), a body (offers more facts and details about the person, place or event cited in the first paragraph) and an end (answers any question the reader might have or make the reader think about what has been written)

Feature stories

- Focus on subjects that are timely, but they are not “hard” or “straight” news and often address the human-interest side of current events
- Informal stories designed to entertain, amuse, and stir emotions while informing
- People-oriented—focus more on the who and maybe the why and/or how
- Might include interviews, articles about special events, hobbies, and entertainment
- Written to appeal to the senses and emotions with vivid descriptions, simple sentences, and shorter paragraphs
- Uses less formal style of writing and more descriptive language and do not follow the inverted pyramid structure
- Includes a lead (attention-getting hook), body (descriptive language, direct quotes, connection between topic and reader), and end but does not follow the inverted pyramid structure

Editorials (may also be identified as Opinions or Commentary)

- Represent a particular point of view on a topic and discredit others
- Purpose is to persuade
- Express the opinions of the newspaper (and of readers in “Letters to the Editor”)
- Use persuasive language
- Present position, provide facts and examples as supporting details, address and refute/discredit opposing points of view, and urge readers to take action

Ask students “Which type of news stories would be most likely to allow for a journalist’s perception to influence perspective and why?” “How might perception impact elements of a news story in different ways?”

Explain to students that there are three types of features. **News features** are based on an interesting angle or aspect of a news event. **Personality profiles** tell about successes, challenges or other interesting aspects of a person and his or her life. **Human-interest features** tell a story that is unusual or deals with something usual in an unusual way. Human interest feature stories are usually what makes up tabloid newspapers.

Share with students the history of tabloids. Historically, mainstream newspapers in the US catered to businessmen and politicians because they cost about 6 cents per issue, which was nearly half a day’s pay for the working class. Publishers started printing a smaller version of the traditional newspaper (called broadsheet) that was easier to read on subway trains. Around this same time some newspapers started to focus more on human-interest stories that were written to appeal to the senses and emotions of readers with vivid descriptions, simple sentences, and shorter paragraphs. As a result, the smaller, “penny press” versions known as tabloids came to be known more for its content than the size.

Share with students the [features of tabloid-style writing](#) and the comparison between [tabloid and broadsheet](#). Show *National Enquirer* video clips with students and explain to students that this used to be the popular tabloid newspaper.

Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

Have students complete the [5Ws and H graphic organizer](#) for their myth/news story and then plan out their article with the [Writing a Feature: Plan](#) guide.

Explain to students the various techniques writers used for tabloid headlines: alliteration, slang, exclamation, exaggeration, repetition, pun, and metaphors. Display images of various tabloids and have students identify which techniques are used in each of the headlines.

Provide students with the expanded version of the performance task:

You are a budding journalist and are applying for a job as a reporter for *The Greek Enquirer*, the tabloid newspaper of Ancient Greece. As part of your application, you must submit a sample feature human-interest article based on a current event—something involving the Greek gods/goddesses, myths, or mythical creatures. As you write your article, be sure to incorporate the [characteristics of tabloid news articles](#). Your article must be presented with a “Breaking News” headline (<http://breakyourownnews.com>—see sample [here](#)).

Have students generate their headline using the “Break Your Own News” site, incorporating the various techniques discussed.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Allow students to share their headlines. Evaluate student work based on inclusion of characteristics of tabloid headlines. Ask students post-lesson questions:

- How is tabloid news different from “real” news?
- What did you learn about being a journalist?
- How would a journalist be impacted by perception?
- What are the elements of news stories that allow for perception to influence perspective?

Chapter 2: What is a journalist?

Here we will discuss: who journalists are and what they do; why people become journalists; and what qualities you need to be a good journalist.

Journalists work in many areas of life, finding and presenting information. However, for the purposes of this manual we define journalists principally as men and women who present that information as news to the audiences of newspapers, magazines, radio or television stations or the Internet.

What do journalists do?

Within these different media, there are specialist tasks for journalists. In large organisations, the journalists may specialise in only one task. In small organisations, each journalist may have to do many different tasks. Here are some of the jobs journalists do:

Reporters gather information and present it in a written or spoken form in news stories, feature articles or documentaries. Reporters may work on the staff of news organisations, but may also work freelance, writing stories for whoever pays them. General reporters cover all sorts of news stories, but some journalists specialise in certain areas such as reporting sport, politics or agriculture.

Sub-editors take the stories written by reporters and put them into a form which suits the special needs of their particular newspaper, magazine, bulletin or web page. Sub-editors do not usually gather information themselves. Their job is to concentrate on how the story can best be presented to their audience. They are often called *subs*. The person in charge of them is called the **chief sub-editor**, usually shortened to *chief sub*.

Photojournalists use photographs to tell the news. Photojournalists; They either cover events with a reporter, taking photographs to illustrate the written story, or attend news events on their own, presenting both the pictures and a story or caption.

The editor is usually the person who makes the final decision about what is included in the newspaper, magazine or news bulletins. He or she is responsible for all the content and all the journalists. Editors may have deputies and assistants to help them.

The news editor is the person in charge of the news journalists. In small organisations, the news editor may make all the decisions about what stories to cover and who will do the work. In larger organisations, the news editor may have a deputy, often called the **chief of staff**, whose special job is to assign reporters to the stories selected.

Feature writers work for newspapers and magazines, writing longer stories which usually give background to the news. In small organisations the reporters themselves will write feature articles. The person in charge of features is usually called the **features editor**. Larger radio or television stations may have specialist staff producing current affairs programs - the broadcasting equivalent of the feature article. The person in charge of producing a particular current affairs program is usually called the **producer** and the person in charge of all the programs in that series is called the **executive producer** or **EP**.

Specialist writers may be employed to produce personal commentary columns or reviews of things such as books, films, art or performances. They are usually selected for their knowledge about certain subjects or their ability to write well. Again, small organisations may use general reporters for some or all of these tasks.

There are many other jobs which can be done by journalists. It is a career with many opportunities.

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Why be a journalist?

People enter journalism for a variety of reasons but, money apart, there are four main motives:

The desire to write

Journalists are the major group of people in most developing countries who make their living from writing. Many young people who see themselves as future novelists choose journalism as a way of earning a living while developing their writing skills. Although writing for newspapers and writing for books require different qualities, the aspiration to be a great writer is not one to be discouraged in a would-be journalist.

The desire to be known

Most people want their work to be recognised by others. This helps to give it value. Some people also want to be recognised themselves, so that they have status in the eyes of society. It is not a bad motive to wish to be famous, but this must never become your main reason for being a journalist. You will not be a good journalist if you care more for impressing your audience than for serving their needs.

The desire to influence for good

Knowing the power of the printed or spoken word or image, especially in rural areas, some people enter journalism for the power it will give them to influence people. In many countries, a large number of politicians have backgrounds as journalists. It is open to question whether they are journalists who moved into politics or natural politicians who used journalism as a stepping stone.

There is a strong belief that journalists control the mass media but the best journalists recognise their role as servants of the people. They are the channels through which information flows and they are the interpreters of events. This recognition, paired with the desire to influence, can produce good campaigning journalists who see themselves as watchdogs for the ordinary man or woman. They are ready to champion the cause of the underdog and expose corruption and abuses of office. This is a vital role in any democratic process and should be equally valuable and welcome in countries where a non-democratic government guides or controls the press.

There is a difference between the desire to influence events for your own sake, and the desire to do it for other people. You should never use journalism for selfish ends, but you can use it to improve the life of other people - remembering that they may not always agree with you on what those improvements should be.

There is a strong tradition in western societies of the media being the so-called "Fourth Estate". Traditionally the other three estates were the church, the aristocracy and the rest of society but nowadays the idea of the four estates is often defined as government, courts, clergy and the media, with the media - the "Fourth Estate" - acting as a balance and an advocate for ordinary citizens against possible abuses from the power and authority of the other three estates. This idea of journalists defending the rights of ordinary people is a common reason for young people entering the profession.

The desire for knowledge

Curiosity is a natural part of most people's characters and a vital ingredient for any journalist. Lots of young men and women enter the profession with the desire to know more about the world about them without needing to specialise in limited fields of study. Many critics accuse journalists of being shallow when in fact journalism, by its very nature, attracts people who are inquisitive about everything. Most journalists tend to know a little bit about a lot of things, rather than a lot about one subject.

Knowledge has many uses. It can simply help to make you a fuller and more interesting person. It can also give you power over people, especially people who do not possess that particular knowledge. Always bear in mind that power can be used in a positive way, to improve people's lives, or in a selfish way to advance yourself.

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What does it take?

Most young men and women accepted into the profession possess at least one of the above desires from the start. But desires alone will not make a successful journalist. You need to cultivate certain special qualities and skills.

An interest in life

You must be interested in the world around you. You must want to find things out and share your discoveries with your readers or listeners - so you should have a broad range of interests. It will help if you already have a wide range of knowledge to build upon and are always prepared to learn something new.

Love of language

You cannot be a truly great journalist without having a deep love of language, written or spoken. You must understand the meaning and flow of words and take delight in using them. The difference between an ordinary news story and a great one is often not just the facts you include, but the way in which you tell those facts.

Journalists often have an important role in developing the language of a country, especially in countries which do not have a long history of written language. This places a special responsibility on you, because you may be setting the standards of language use in your country for future generations.

If you love language, you will take care of it and protect it from harm. You will not abuse grammar, you will always check spellings you are not sure of, and you will take every opportunity to develop your vocabulary.

The news story - the basic building block of journalism - requires a simple, uncomplicated writing style. This need for simplicity can frustrate new journalists, even though it is often more challenging to write simply than to be wordy. Once you have mastered the basic news story format, you can venture beyond its limits and start to develop a style of your own.

Do not be discouraged by a slow start. If you grow with your language you will love it all the more.

An alert and ordered mind

People trust journalists with facts, either the ones they give or the ones they receive. You must not be careless with them. All journalists must aim for accuracy. Without it you will lose trust, readers and ultimately your job.

The best way of ensuring accuracy is to develop a system of ordering facts in your mind. You should always have a notebook handy to record facts and comments, but your mind is the main tool. Keep it orderly.

You should also keep it alert. Never stop thinking - and use your imagination. This is not to say you should make things up: that is never permissible. But you should use your imagination to build up a mental picture of what people tell you. You must visualise the story. If you take care in structuring that picture and do not let go until it is clear, you will have ordered your facts in such a way that they can be easily retrieved when the time comes to write your story.

With plenty of experience and practice, you will develop a special awareness of what makes news. Sometimes called news sense, it is the ability to recognise information which will interest your audience or which provides clues to other stories. It is also the ability to sort through a mass of facts and opinions, recognising which are most important or interesting to your audience.

For example, a young reporter was sent to cover the wedding of a government minister. When he returned to the office, his chief of staff asked him for the story. "Sorry, chief," he replied. "There isn't a story - the bride never arrived." As his chief of staff quickly pointed out, when a bride does not turn up for a wedding, *that* is the news story. The young reporter had not thought about the relative importance of all the facts in this incident; he had no news sense.

A suspicious mind

People will give you information for all sorts of reasons, some justified, others not. You must be able to recognise occasions when people are not telling the truth. Sometimes people do it unknowingly, but you will still mislead your readers or listeners if you report them, whatever their motives. You must develop the ability to recognise when you are being given false information.

If you suspect you are being given inaccurate information or being told deliberate lies, do not let the matter rest there. Ask your informant more questions so that you can either satisfy yourself that the information is accurate or reveal the information for the lie that it is.

Determination

Some people call it aggressiveness, but we prefer the word determination. It is the ability to go out, find a story and hang on to it until you are satisfied you have it in full. Be like a dog with a bone - do not let go until you have got all the meat off, even if people try to pull it out of your mouth.

This means you often have to ask hard questions and risk upsetting people who do not want to co-operate. It may be painful but in the end you will gain their respect. So always be polite, however rude people may be. The rule is simple: **be polite but persistent**.

While you are hunting for your story, you may drive it away by being too aggressive. Sometimes you may have to approach a story with caution and cunning, until you are sure you have hold of it. Then you can start to chew on it.

Friendliness

You need to be able to get on well with all sorts of people. You cannot pick and choose who to interview in the same way as you choose who to have as a friend. You must be friendly to all, even those people you dislike. You can, of course, be friendly to someone without being their friend. If you are friendly to everyone, you will also be fair with everyone.

Reliability

This is a quality admired in any profession, but is especially valued in journalism where both your employer and your audience rely on you to do your job. If you are sent on an interview but fail to turn up you offend a number of people: the person who is waiting to be interviewed; your editor who is waiting to put the interview in his paper or program; your readers, listeners or viewers, who are robbed of news.

Even if you are late for an appointment, you will upset the schedules of both your interviewee and your newsroom and risk being refused next time you want a story. In a busy news organisation, punctuality is a necessity. Without it there would be chaos.

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To summarise

There are many reason for becoming a journalist and many type of journalists to become. It is a career with many challenges and rewards. Journalists must:

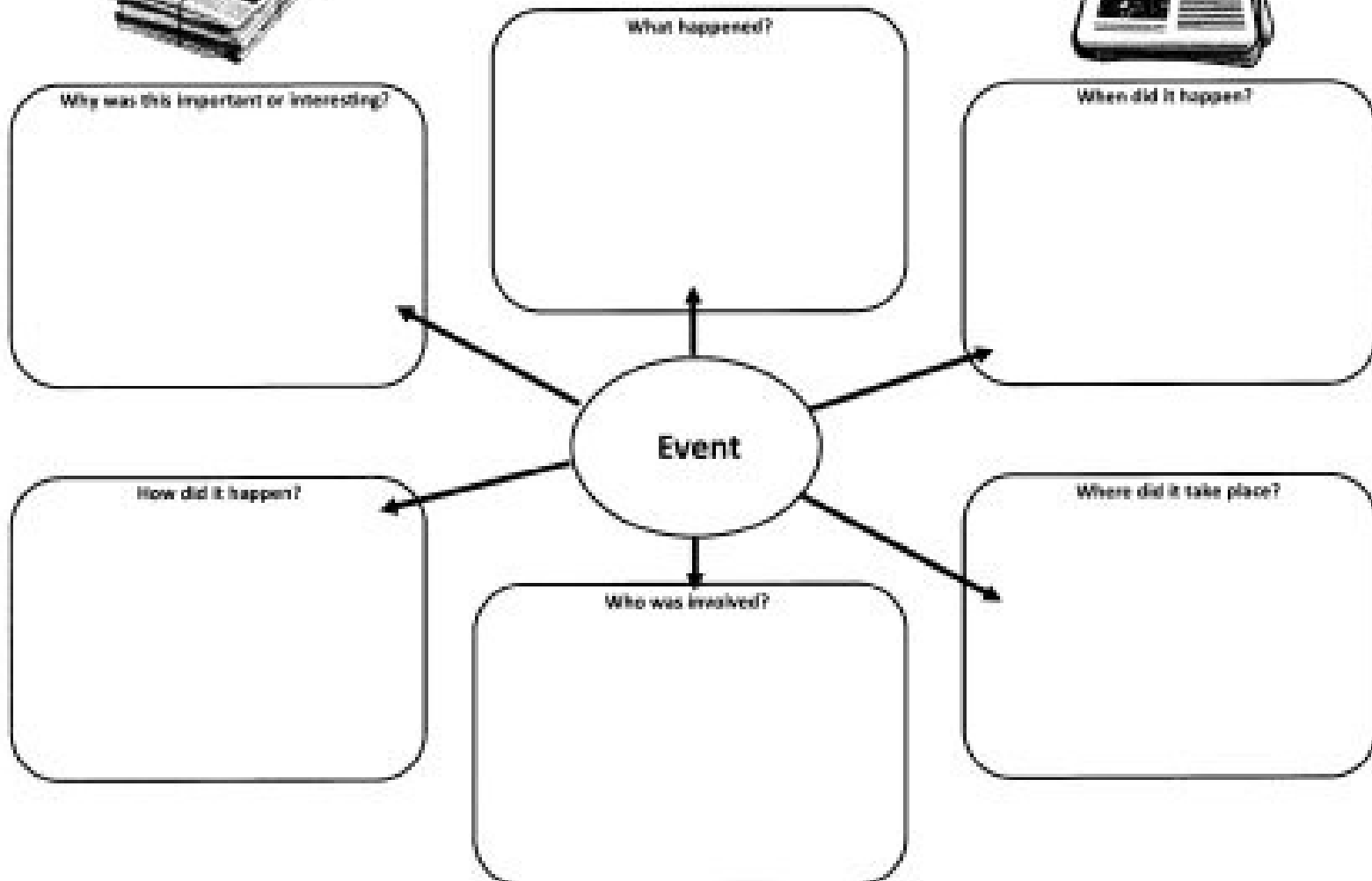
- Have an interest in the world around them.**
- Love language.**
- Have an alert and ordered mind.**
- Be able to approach and question people.**
- Be polite but persistent.**
- Be friendly and reliable.**

Name _____

Date _____

Class Period _____

5 W's and H Web



Lesson 5 Part Two Activity Page A, Unit B
WRITING A FEATURE: *Plan*

Name _____

Directions: Use this guide to help write your feature story after you have collected information from observation, interviews and other sources.

1. Name the person, event or item you will write about. What kind of feature will you write?

2. List sources you will use.

3. Write one or two interesting quotations you will use.

4. List the five most interesting pieces of information you gathered about your subject. List them in order from most to least important.

5. Write at least five descriptive words you will use.

6. Write a lead sentence or paragraph that will attract the reader's attention.

TEACHER NAME		Lesson #
Jenny Umbarger		3
MODEL	CONTENT AREA	GRADE LEVEL
Visual Thinking Strategy	English Language Arts Social Studies Information Skills	6-8
CONCEPTUAL LENS		LESSON TOPIC
Perceptions		Media Literacy—Bias in News Sources
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>NC English Language Arts Standards</p> <p>RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RI.8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>SL.8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>NC Social Studies Standards</p> <p>6.C.1.1 Analyze how cultural expressions reflected the values of civilizations, societies and regions (e.g., oral traditions, art, dance, music, literature, and architecture).</p> <p>NC Information and Technology Essential Standards (ITES)</p> <p>SI.1.3 Analyze resources for point of view, bias, values, or intent of information.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding?)</i>
<i>Perceptions influence perspectives</i>		<i>How do perceptions influence perspectives?</i>
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<p>Students will know:</p> <ul style="list-style-type: none"> • The definitions of point of view (type of narrator—first, second, or third point of view) perspective (who is narrating), and perception (interpreting from our five senses of touch, smell, sight, hearing, and taste). • The definition of bias (a positive or negative attitude toward something, often based on preconceived viewpoints rather than evidence). • Ways in which the news can be biased: <ul style="list-style-type: none"> ○ through selection and omission ○ through placement ○ by headline ○ by word choice and tone ○ by photos, caption, and camera angles ○ through use of names and titles ○ through statistics and crown counts 		<p>Students will be able to:</p> <ul style="list-style-type: none"> • Differentiate between point of view, perspective and perception. • Analyze how people may have different perceptions of the same event/thing. • Determine how prior knowledge and experience influence how we perceive things. • Analyze and develop respect for multiple perspectives. • Distinguish between biased and unbiased news.

<ul style="list-style-type: none"> ○ by source control 	
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GUIDING QUESTIONS
What questions will be asked to support instruction?
 Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> ➤ What is the difference between point of view, perspective, and perception? ➤ How do you feel about people who see things the same way as you? About those who see them differently? ➤ Why do people perceive things differently? ➤ What are some things that might impact our perceptions? ➤ How does perceiving things differently influence our perspectives? 	<ul style="list-style-type: none"> ➤ What do you think is going on in this picture? ➤ What do you see that makes you say that? ➤ What else can you find in this picture? ➤ Who are the people in this photograph? ➤ Where do you think they are? ➤ When do you think this happened and why? ➤ What do you think the people in the photo are thinking and feeling? ➤ How do you feel about the people in this picture? ➤ What are some ways that bias might occur in news sources? 	<ul style="list-style-type: none"> ➤ How did reading the caption and learning the back story of the image help you perceive the photo differently? ➤ What is the correct way to perceive things? ➤ How does bias appear differently in different format of news (print, radio, TV, online, etc.)? ➤ What might be the impact or results of biased news? ➤ How does bias influence our perceptions? ➤ How and where does bias appear in human interest feature stories, and especially tabloids? ➤ How does perception influence perspective? How did our learning experiences this week prove this?

DIFFERENTIATION
(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
	Students use observation and critical thinking to create individual and personal meaning by using the Visual Thinking Skills model. Use of both videos and articles for different learning styles.		Student groupings (may be dependent upon students in class).

PLANNED LEARNING EXPERIENCES
(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

Display [image of glass](https://c1.staticflickr.com/9/8180/8054778102_bbd3e7293c_b.jpg) (from https://c1.staticflickr.com/9/8180/8054778102_bbd3e7293c_b.jpg) for students and ask what they see. Allow students to discuss the difference between it being a glass half empty or half full, noting that different people perceive it differently.

Explain that in stories we often explore the point of view (type of narrator—first, second, or third point of view) and perspective (who is narrating). Discuss example of *The Three Little Pigs* and show [video of The True Story of the Three Little Pigs](#), comparing and contrasting both point of view and perspective.

Explain that perception is something else that impacts how we interpret what we see or hear. It is the process of attaining awareness or understanding of sensory information—interpreting from our five senses of touch, smell, sight, hearing, and taste. The word perception comes from the Latin word “*perceptio*,” which means receiving, collecting and action of taking possession with the mind or senses.

Show a variety of perception pictures:

- [Elephant legs](#)
- [Good and Evil](#)
- [Rabbit and duck](#)
- [Wife and mother-in-law](#)

and ask students what they see in each, and allow students to point out what they see to others (in order to give both/multiple perspectives). Ask students the following questions and allow for discussion:

- What is the correct way to see the picture? What do you think the author intended?
- How do you feel about people who saw the pictures the same way as you? What about those who saw them differently?
- Why do you think people perceive things differently?
- What are some things that might impact our perceptions?
- How does perceiving things differently influence our perspectives?

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Display [photograph](#). Explain to students that they will have three minutes to observe the photo, but that there is to be no discussion yet—they should just be looking at the photo and prepare to discuss.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

After three minutes of observing, ask the students the following questions and discuss.

- What do you think is going on in this picture?
- What do you see that makes you say that?
- What else can you find in this picture?
- Who are the people in this photograph?
- Where do you think they are?
- When do you think this happened and why?
- What do you think the people in the photo are thinking and feeling?
- How do you feel about the people in this picture?

It is anticipated that the students will comment that the photo of a border wall with Mexico, and that people are trying to climb over the wall. Discuss what led to this interpretation (perceptions we have based on current political state).

Share the story behind the photo, taken August 2, 2013 with students:

Palestinian men who were not allowed to cross into Jerusalem from the West Bank because of an age limit

climbed over a contentious barrier in the village of Al-Ram. Israel's security forces allow only male Palestinians under age 12 and over age 40 to cross into Jerusalem, though women of all ages are allowed to cross.

Explore some of the [comments on the photo](#) to see how other students perceived it. Discuss what might have led to some of these other interpretations, stressing the essential understanding that how we perceive something influences our perspective of it.

Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

Explain that although news sources are supposed to remain objective (define if necessary), every news story is influenced by the attitudes and background of the people involved in the writing and creation of the story. This can lead to bias, which is a positive or negative attitude toward something, often based on preconceived viewpoints rather than evidence.

Ask students to turn and talk to brainstorm “What are some ways that bias might occur in news sources?” Allow opportunity for partners/groups to share out and record responses. Distribute the article “[How to Detect Bias in the News](#)” and read (whole class or partners) and compare to generated list.

Students will then choose one article from the newspaper and one online news story and evaluate them for bias, recording their examples and evidence on the [Finding Bias](#) charts. They will then switch stories with a partner and repeat the exercise. Partners will then compare what they found in each story.

Evaluate: This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

Following the activity above, ask students if they agreed on all the examples of bias they found. Why or why not?

Lead a discussion about how perception influences perspective, and how bias is related. Have students to think back to seeing the photo and ask:

- How did reading the caption and learning the back story of the image help you perceive the photo differently?
- Why is or isn't there a correct way to perceive things?
- How does the way we perceive something influence how we interpret it?
- How does bias appear differently in different format of news (print, radio, TV, online, etc.)?
- What might be the impact or results of biased news?
- How does bias influence our perceptions?

Remind students of performance task:

You are a budding journalist and are applying for a job as a reporter for *The Greek Enquirer*, the tabloid newspaper of Ancient Greece. As part of your application, you must submit a sample feature human-interest article based on a current event—something involving the Greek gods/goddesses, myths, or mythical creatures. As you write your article, be sure to incorporate the [characteristics of tabloid news articles](#). Your article must be presented with a “Breaking News” headline (<http://breakyourownnews.com>—see sample [here](#)).

Ask students “How and where does bias appear in human interest feature stories, and especially tabloids?” and discuss. Provide students with copies of the features of and tips for writing a tabloid. Share with them the instructions for creating and submitting the final product and allow for time to finish their article.

Evaluate student work based on inclusion of characteristics of feature stories and tabloid news articles as well as the characteristics of tabloid headlines. Students will do peer evaluations and analyze each other's stories for the [elements of a feature story](#).

Ask students to think about the work we've done over the course of the week. Ask students to write a reflection answering the question "How does perception influence perspective? How did our learning experiences this week prove this?"

Have students complete an evaluation of the unit using an "I like...I wonder...What if..." exit ticket to share what they enjoyed about the unit, questions they still have, and suggestions to make the unit better.



I like...



I wonder...



What if...

How to Detect Bias in the News

At one time or other we all complain about "bias in the news." The fact is, despite the journalistic ideal of "objectivity," every news story is influenced by the attitudes and background of the people involved in its creation.

You can become more aware of bias by watching for the following journalistic techniques that allow it to "creep in" to the news:

Bias through selection and omission

A journalist can express a bias by choosing to use or not to use a specific news item. Within a given story, some details can be ignored, and others included, to give readers or viewers a different opinion about the events reported. For example, if, during a speech, a few people boo, the reaction can be described as "remarks greeted by jeers" or they can be ignored as "a handful of dissidents."

Bias through omission is difficult to detect. Only by comparing news reports from a wide variety of outlets can this form of bias be observed.

Bias through placement

Readers of papers judge first page stories to be more significant than those buried in the back, while news websites place the most important stories on their home page. Television and radio newscasts run the most important stories first and leave the less significant for later. Where a story is placed, therefore, influences what a reader or viewer thinks about its importance.

How the story is organized is also significant. Most news stories are written in what is called "inverted pyramid" style, beginning with what is considered the most newsworthy facts, followed by the important details relating to those facts, and finally background information to provide context. The last part of the story contains information that readers are least likely to read and editors are most likely to cut. This can be a form of bias because context often helps you fully understand a topic: for example, if an article about the number of sufferers of mental illness in prison (the newsworthy facts) waits until the fourth paragraph to note that sufferers of mental illness are no more likely to be violent than anyone else (context), readers who only read part of the story may come away with a very inaccurate view of mental illness and violence.

Bias by headline

Many people read only the headlines of a news item. Most people scan nearly all the headlines in a newspaper or website. They can summarize as well as present carefully hidden bias and prejudices. They can convey excitement where little exists. They can express approval or condemnation.

Bias by word choice and tone

The use of words with a positive or negative connotation can strongly influence the reader or viewer: consider how a hockey game might be seen differently if it's described as a "loss," a "close game" or a "near-win."



Bias by photos, captions and camera angles

Some pictures flatter a person, while others make the person look unpleasant. A paper can choose photos to influence opinion about, for example, a candidate for election. On television, in a magazine or on the Web the choice of which visual images to display is extremely important. The captions newspapers run below photos are also potential sources of bias.

Bias through use of names and titles

News media often use labels and titles to describe people, places and events. A person can be called an "ex-con" or be referred to as someone who "served time 20 years ago for a minor offense." Whether a person is described as a "terrorist" or a "freedom fighter" is a clear indication of editorial bias.

Bias through statistics and crowd counts

To make a disaster seem more spectacular (and therefore more newsworthy), numbers can be inflated. Compare "More than 900 people attended the event" with "Fewer than 1,000 people showed up at the event."

Bias by source control

To detect bias, always consider where the news item "comes from." Is the information supplied by a reporter, an eyewitness, police or fire officials, executives, or elected or appointed government officials? Each may have a particular bias that is introduced into the story. Companies and public relations directors supply news outlets with "fluff pieces" through news releases, photos or videos. Often news outlets depend on pseudo-events (demonstrations, sit-ins, ribbon cuttings, speeches and ceremonies) that take place mainly to gain news coverage.



Finding Bias

Name:

Directions: Choose one article from the newspaper and one online news story. Write down any examples of bias you find, and explain in one sentence why you think it's biased, using the types of bias listed in the reading. When you are done, switch stories with a partner, and repeat the exercise.

Print Source:

Story Headline:

Example of bias (words, sources, etc.)	Explanation (type of bias and why)

Finding Bias

Online Source:

Story Headline:

Example of bias (words, sources, etc.)	Explanation (type of bias and why)

Finding Bias

Print Source:

Story Headline:

Example of bias (words, sources, etc.)	Explanation (type of bias and why)

Finding Bias

Online Source:

Story Headline:

Example of bias (words, sources, etc.)	Explanation (type of bias and why)

Now work with your partner to compare what each of you found in the four stories. Do you agree on all the examples of bias you found? Why or why not?

Lesson 5 Part One Activity Page, Unit B

FEATURE STORIES: *What Are the Elements?*

Name _____

Feature writers are interested in people and like to find the nugget, the most important or interesting thing about a person or event. They are storytellers and use more informal and descriptive language than news writers.

Analyze the style

1. Pick a feature story to read and analyze. What kind of feature story is it?

2. Write the lead sentence. What made it interesting or attention-getting?

3. Which of the five Ws and H is the focus of the story?

Analyze specific language

Read the story again and pay attention to the way the writer uses adjectives to describe the person or event, verbs to tell what happened and adverbs to describe how. Write your answers in the chart.

Adjectives	Verbs	Adverbs

Analyze structure

Read the story and find an example of one or more of the following feature story elements. Write the example in the space provided.

Feature story element	Yes	No
Attention-getting lead		
Facts		
Quotation		
Descriptive language		
Sources		

Unit Resources

Books and Articles

Adams, P. (2014, January 31). News Literacy: Critical-Thinking Skills for the 21st Century.

Retrieved February 2, 2017, from <https://www.edutopia.org/blog/news-literacy-critical-thinking-skills-peter-adams>.

Ancient Greek Mythology. (2016, December 23). Retrieved June 4, 2017, from

<http://theunboundedspirit.com/ancient-greek-mythology/>.

d'Aulaire, I., & d'Aulaire, E. P. (1962). *D'Aulaires' Book of Greek Myths*. New York: Delacorte Press.

Fake News Expert On How False Stories Spread and Why People Believe Them. (2016,

December 14). Retrieved February 2, 2017, from

<http://www.npr.org/2016/12/14/505547295/fake-news-expert-on-how-false-stories-spread-and-why-people-believe-them>.

Maheshwari, S. (2016, November 20). How fake news goes viral: A case study. Retrieved

February 1, 2017, from <https://www.nytimes.com/2016/11/20/business/media/how-fake-news-spreads.html>.

Valenza, J. (2016, November 26). Truth, truthiness, triangulation: A news literacy toolkit for a

“post-truth” world. *School Library Journal*, Retrieved February 2, 2017, from

<http://blogs.slj.com/neverendingsearch/2016/11/26/truth-truthiness-triangulation-and-the-librarian-way-a-news-literacy-toolkit-for-a-post-truth-world/>.

Lesson Plans Consulted

The following lesson plans were consulted, used, and/or adapted in the creation of the unit.

American Press Institute. (2013). Introductory News Literacy. Retrieved June 5, 2017 from

<https://www.americanpressinstitute.org/wp-content/uploads/2013/10/Introductory-News-Literacy-curriculum.pdf>.

Covington, K. (2002, May 8). Lesson Plans: Tabloid News (all, Reading/Writing). Retrieved

February 2, 2017, from <https://teachers.net/lessonplans/posts/2573.html>.

Gonchar, M. (2013, September 23). What's Going On in This Picture? | Sept. 23, 2013. Retrieved

March 26, 2017, from <https://learning.blogs.nytimes.com/2013/09/23/whats-going-on-in-this-picture-sept-23-2013/>.

Green, M. (2017, May 3). The Honest Truth about Fake News ... and How Not to Fall for It (with Lesson Plan). Retrieved May 25, 2017, from

<https://ww2.kqed.org/lowdown/2017/05/03/the-honest-truth-about-fake-news-with-lesson-plan/>.

Jackson, C. (2016, December 31). Lesson Plan: How to Spot Fake News. Retrieved February 2,

2017, from https://www.channelone.com/blog_post/lesson-plan-how-to-spot-fake-news/.

Johnson, M. (2016) MediaSmarts Bias in News Sources - Lesson. Retrieved March 26, 2017,

from <http://mediasmarts.ca/lessonplan/bias-news-sources-lesson>.

Khan, R. K. (2003, August 22). Tabloid Traditions. Retrieved February 2, 2017, from

<https://learning.blogs.nytimes.com/2003/08/22/tabloid-traditions/>.

Newspapers in the Digital Age. (2010). Retrieved February 2, 2017, from

<https://unctv.pbslearningmedia.org/resource/f32bcaf2-4fb0-4371-8d2c->

bee22c58f765/f32bcaf2-4fb0-4371-8d2c-bee22c58f765/#.WXOiYBXysdV.

Roberson, R. (2016, December 26). Lesson Plan: Fighting Fake News. Retrieved February 2, 2017, from <http://ww2.kqed.org/lowdown/wp-content/uploads/sites/26/2016/12/Fake-news-lesson-plan.pdf>.

Schulten, K., & Brown, A. C. (2017, January 19). Evaluating Sources in a 'Post-Truth' World: Ideas for Teaching and Learning About Fake News. Retrieved February 2, 2017, from <https://www.nytimes.com/2017/01/19/learning/lesson-plans/evaluating-sources-in-a-post-truth-world-ideas-for-teaching-and-learning-about-fake-news.html>.

Videos

The following videos were included in the lessons (listed in chronological order of use throughout the unit).

[WWYD]. (2014, June 10). Ep: 59 WWYD? What Would You Do- Customer Cuts in Line and Wins Prize Vacation. Retrieved April 11, 2017, from <https://youtu.be/Go1yiQhO5Bw>.

[BBC Radio 4]. (2014, November 18). The Trolley Problem. [Video File]. Retrieved April 11, 2017, from <https://youtu.be/bOpf6KcWYyw>.

[McCormick Foundation]. (2012, February 21). Why News Matters. [Video File]. Retrieved February 1, 2017 from <https://youtu.be/7R0MHQiUDUU>.

[TED-Ed]. (2014, June 5). How to Choose Your News – Damon Brown. [Video File]. Retrieved February 1, 2017, from <https://youtu.be/q-Y-z6HmRgl>.

[TED-Ed]. (2015, August 27). How False News Can Spread – Noah Tavlin. [Video File]. Retrieved February 1, 2017, from https://youtu.be/cSKGa_7XJkg.

[English Major]. (2013, May 9). What's a Journalist Do? [Video File]. Retrieved Jun 14, 2017 from <https://youtu.be/p2R4DfW4Tok>.

[pixiechick2008]. (2012, November 29). The True Story of the Three Little Pigs. [Video File]. Retrieved March 26, 2017 from <https://youtu.be/m75aEhm-BYw>.

Handouts and Additional Resources

The resources hyperlinked below and throughout lesson plans were used or adapted for use throughout the unit (listed in chronological order of use throughout the unit, unless included in the above citations).

[Seeing Things from a Different Point of View Icebreaker Activity](#)

Adapted to introduce students to the essential understanding that we perceive things differently and perceptions influence perspectives.

[Trolley Dilemma Handout](#)

Adapted from [this resource](#) for use with Kohlberg's Moral Development lesson.

[Kohlberg's Stages of Moral Development](#)

Displayed for students to introduce them to the stages of moral development.

[Kohlberg's Stages of Moral Development](#)

Distributed to students to analyze scenarios and actions and determine which stage each example represented.

[Story of Scylla and Charybdis](#)

Used in the moral development lesson to introduce a Greek myth and begin the exploration of how moral dilemmas are presented in Greek mythology.

Versions of *Pandora's Box* used for comparing and contrasting (in addition to d'Aulaires' book version) to further explore moral dilemmas and begin looking at perspectives.

[Mythman version](#)

[Myths and Legends version](#) (with corresponding [text](#))

[Ancient Greek Myths for Kids](#)

[Evaluating a News Article Infographic](#)

Created by EasyBib, this resource was provided to students as a visual to supplement what we discussed about evaluating news sources.

[Ten Questions for Fake News Detection](#)

From the News Literacy Project, this resource was provided to students as an easy way to check for fake news.

[What is a Journalist](#)

Article used to provide additional information about the job of a journalist in the Brunner lesson.

[Inverted Pyramid of Journalism](#)

Image shared with students to show the style of writing journalists use in hard news stories.

[Features of Tabloid Style Writing](#)

Displayed for students to identify the elements of tabloid writing.

[Tabloid vs. Broadsheet](#)

From SlideShare, this resource is used to show the comparison between tabloids and broadsheet newspapers.

[Break Your Own News](#)

Students will use this headline generator to create the photo that will be incorporated into their performance task.

Perception images:

[Image of glass](#)

[Elephant legs](#)

[Good and Evil](#)

[Rabbit and duck](#)

[Wife and mother-in-law](#)

Additional resources for writing feature/tabloid articles

[Top Tips for Writing Feature Articles](#)

[Newspaper vs. Tabloid Feature Checklist](#)

Greek Mythology Websites:

<http://greekmyths4kids.com/>

<https://greekgodsandgoddesses.net/>

<http://www.mythweb.com/>

<http://myths.e2bn.org/mythsandlegends/>

<https://www.greekmythology.com/>