



## WAR ISN'T NEWS ANYMORE?

### LEARNING GOAL:

How does global media coverage of the war in Iraq differ between the United States and the rest of the world?

GRADES: 9-12      SUBJECTS: Social Studies, World History

**TIME REQUIRED:** 3 class periods without extension, can vary with added extension

**MATERIALS:** GLOWE Curriculum DVD, TV/DVD Player, large graph paper, markers, students will need access to TV and/or internet for assignment.

**Overview:** While the wars in Iraq and Afghanistan rage on, consistent coverage of these conflicts is disappearing from network news. As foreign media continues to cover the events unfolding in Iraq and Afghanistan, this 5 minute Global Pulse clip compares what makes it into the U.S.'s nightly newscasts.

**Prerequisite Knowledge:** Some knowledge of the wars in Iraq and Afghanistan is useful.

*THIS CURRICULUM UNIT IS A PARTNERSHIP OF LINK TV AND MIND POWER COLLECTIVE*

## SEE, THINK, WONDER: WAR ISN'T NEWS ANYMORE

LEARNING PROCESS | SESSION ONE

**1. THINK, WRITE NOW PROMPT** [5 minutes] Students 'free write' on the following

What do you think is happening in the war in Iraq? Why do you think that?

**2. MEDIA EXPERIENCE** [5 minutes] Show "War Isn't News Anymore" Global Pulse clip

Ask students to record their observations on how the war is portrayed in media.

**3. SEE THINK WONDER** [15 minutes] Classroom discussion using "Thinking Routine"

Facilitate a classroom discussion using questions such as the following.

What did you see in the video to make you think there may be a difference in how the U.S. media covers the Iraq war compared to other global media?

Why do you think this difference is occurring? Did you think any differently about the war based on what you saw on the clip from what you wrote in your free write? Why?

What do you wonder about the reasoning of the US media choices around coverage on the war in Iraq? What do you wonder about how other countries portray this war?

**4. QUICK WRITE** [5 minutes] *Writing activity for students to create a hypothesis/inquiry.*

**Create a hypothesis of Iraq War coverage between global media and US media:**

“If you were to research the trends between global media and US media coverage of the war in Iraq, what differences do you think you would find?”

**5. INVESTIGATE** [15 minutes] *Assign weeklong research/investigation of hypothesis.*

**Using media sources, the class will investigate the quantitative and qualitative differences between US media and global media coverage of the war in Iraq.**

- a. Break the class into three groups of six students.
- b. For one week, class will track the television coverage between a primary domestic news outlet (ABC, CBS, NBC) while also tracking online content on BBC, CBC and Al-Jazeera. Each student can choose one outlet to track.
- c. Each group will track the following:
  - i. Actual number of words spent on Iraq war coverage [numerical data]
  - ii. Content/news covered on Iraq war [qualitative data found in written articles]
  - iii. Personal reflection on the difference [investigative journal data]

## THINK, PUZZLE, EXPLORE: WAR ISN'T NEWS ANYMORE

LEARNING PROCESS | SESSION TWO

**1. THINK, PUZZLE, EXPLORE** [15 minutes] *Classroom check in on investigation*

**Facilitate a classroom discussion, provide feedback to students as needed while encouraging students to help each other.**

- a. What do you think about the research you've put together so far is telling you about the differences between US and global media coverage of the war in Iraq?
- b. What issues puzzle you in the investigation so far?
- c. What would you like to explore further from your research to date?

**2. INVESTIGATIVE TEAM MEETING** [35 minutes] *Group meeting to plan presentations*

**Group meeting to compare individual data collection and work on presentations.**

Each group will create a **graph** to compare and contrast the actual time spent between their assigned network and global media networks.

Each group will create a **skit** or **presentation** demonstrating the difference in content between their assigned network and global media networks.

# PERFORM AND DISCUSS: WAR ISN'T NEWS ANYMORE

LEARNING PROCESS | SESSION THREE

## 1. INVESTGATIVE PERFORMANCE [25 minutes] Group presentations

Present **the graphs and skits** to the classroom [“Performances of Understanding”]

## 2. INQUIRY DISCUSSION [25 minutes] Group debrief on learning process

What did we **learn** in our investigative process?

Why and how do you **think** global media coverage of the war in Iraq differs between the United States and the rest of the world?

What can we do to **change** this?

### EXTENSION

## CREATE YOUR OWN REPORT: WAR ISN'T NEWS ANYMORE

LEARNING PROCESS | SESSIONS FOUR AND BEYOND

## 1. INVESTGATIVE RESEARCH [Can vary] Students research the ongoing wars.

**Now that they've tracked and viewed news reports on the war, ask students to choose an issue about the war in Iraq or Afghanistan, and create their own written or oral report (for a newspaper or a newscast).**

Students should use as many sources as possible, and cite them as needed within their reports. You may want to provide guidelines to students on minimum number of sources, and length of newspaper article or presentation for newscast.

You can even videotape the newscast, if proper technology is available, and show it to the rest of the school to educate them on the research your class came up with!

Essential components of a news story:

- **Headline or “hook”:** This is the initial short phrase that captures the audience’s attention. It can be a provoking question, or an informative heading.
- **Summary sentences or “lead”:** These are the first few sentences of the report that summarize the story to follow.
- **Body:** This is the bulk of the report and will include the sources, quotes, facts and figures gathered in the research.
- **Conclusion:** This can be a final declarative sentence or an inquiring question for further reporting.

## GLOBAL PULSE CURRICULUM UNIT: “WAR ISN’T NEWS ANYMORE?”

### STANDARDS COVERED

#### NATIONAL STANDARDS FROM McREL

The National Standards were taken from McREL (Mid-Continent Research for Education and Learning). For full list of McREL standards, go to: <http://www.mcrel.org/compendium/browse.asp>.

##### Language Arts – Grades 6-8

*Listening and Speaking Standard 8:* Uses listening and speaking strategies for different purposes

6. Makes oral presentations to the class (e.g., uses notes and outlines; uses organizational pattern that includes preview, introduction, body, transitions, conclusion; uses a clear point of view; uses evidence and arguments to support opinions; uses visual media)

10. Understands elements of persuasion and appeal in spoken texts (e.g., purpose and impact of pace, volume, tone, stress, music; images and ideas conveyed by vocabulary)

*Media Standard 9:* Understands the characteristics and components of the media

3. Understands how the type of media affects coverage of events or issues (e.g., how the same event is covered by the radio, television, and newspapers; how each medium shapes facts into a particular point of view; how limitations and advantages of various media affect coverage of events)

5. Understands aspects of media production and distribution (e.g., different steps and choices involved in planning and producing various media; various professionals who produce media, such as news writers, photographers, camera operators, film directors, graphic artists, political cartoonists)

#### CALIFORNIA CONTENT STANDARDS

##### World History, Culture, and Geography: The Modern World

###### *Standard 10.10*

Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: **the Middle East**, Africa, Mexico and other parts of Latin America, and China.

1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.

2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.

3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

###### *Standard 10.11*

Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

##### GRADE 9-12

##### Historical and Social Sciences Analysis Skills

###### *Chronological and Spatial Thinking*

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

4. Students relate current events to the physical and human characteristics of places and regions.

*Historical Research, Evidence, and Point of View* 3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.

4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.