

TPS Professional Development Activity

Name: Michael Feldman

School or Institution: Professional Development Center for Educators, University of Delaware

Projected Date for Implementation: October 2017

Title Episodes of Misinformation, Sensationalism, and Fake News in History – Yellow Journalism

Overview The following activity can be used to introduce the topic of yellow journalism in a U.S. history class; however, it was designed to kick off a series of professional development workshops focusing on the creation of history lessons in information and news literacy.

Essential Question *What can we learn about today's media by studying media of the past?*

Audience **This activity is best suited for educators of the following grade levels:**

- Grades K-2
- Grades 3-5
- Grades 6-8
- Grades 9-12

This activity is best suited for educators of the following content areas:

- English/ Language Arts
- Social Studies/ Social Sciences

Time Required Facilitators should allot 30 - 45 minutes for this activity.

Goal This project aspires to expand the current focus of information and media literacy beyond the civics classrooms and into history lessons using comparable historical contexts through primary sources available at the Library of Congress. The distribution of misinformation has been a problem throughout history. By delivering professional development in the use of the Library of Congress and Teaching with Primary Sources websites, guiding the creation of historical lessons in information literacy, and supporting the adoption of those lessons into the state social studies curriculum we hope to equip teachers with the tools they need to foster the habits of mind that are fundamental to active, informed citizenship

Standards *Learning Forward, Professional Learning Standards*

- **Learning Communities:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Resources:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Learning Designs:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.



- Objectives** By the end of this PD Activity, participants will be able to:
- Describe examples of the benefits of teaching with primary sources.
 - Analyze a primary source using Library of Congress tools.
 - Access teaching tools and primary sources from loc.gov/teachers.
 - Access primary sources and teaching resources from loc.gov for instructional use.
 - Facilitate a primary source analysis using Library of Congress tools.
 - Demonstrate how primary sources can support at least one teaching strategy (e.g., literacy, inquiry-based learning, historical thinking, etc.).

**Digital
Resources**

Primary Sources from loc.gov:

1. Title: Lunar animals and other objects Discovered by Sir John Herschel in his observatory at the Cape of Good Hope and copied from sketches in the Edinburgh Journal of Science
 - Date created/published: 1835
 - Creator: Day, Benjamin Henry
 - URL: <https://www.loc.gov/item/2003665049/>
2. Title: The Yellow Press
 - Date created/published: 1910 October 12.
 - Creator: Glackens, L. M. (Louis M.)
 - URL: <https://www.loc.gov/item/2011647630/>
3. Title: Atlas Joe; or The Fearful Responsibilities of a Self-Appointed Manager of the Universe
 - Date created/published: 1896 January 29
 - Creator: Opper, Frederick Burr
 - URL: <https://www.loc.gov/item/2012648600/>
4. Title: The "New Journalism" Beats Him
 - Date created/published: 1897 March 17
 - Creator: Ehrhart, S. D. (Samuel D.)
 - URL: <https://www.loc.gov/item/2012647654/>
5. Title: The Fin Siècle Newspaper Proprietor
 - Date created/published: 1894 March 7
 - Creator: Opper, Frederick Burr
 - URL: <https://www.loc.gov/item/2012648704/>

Other resources:

6. Primary Source Analysis Tool -
http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf
7. Teacher's Guide, Analyzing Photographs and Prints -
http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf

**Classroom
Materials**

- Depending on the technology available, facilitators would ideally need:
- computer and projector
 - copies of each primary source
 - copies of the Primary Source Analysis Tool and the Teachers Guide, Analyzing Photographs and Prints
 - chart paper or whiteboard



- Preparation** Prior to the PD session, facilitators should
- review the goals of the lesson and basic background information on the era of yellow journalism
 - check the room for a computer with internet access, a working projector, and a screen or wall to project the sources
 - make copies of each primary source for each participant
 - make copies of the Primary Source Analysis Tool and the Teachers Guide, Analyzing Photographs and Prints
 - arrange the room in a way that facilitates small group and whole group discussions
- Procedure**
1. Warm-up Activity: Model the use of Primary Source Analysis Tool and the Teachers Guide, Analyzing Photographs and Prints with primary source number 1, “Lunar animals and other objects...”
 - Set up: Post the image, distribute copies of the Primary Source Analysis Tool and the Teachers Guide, Analyzing Photographs and Prints
 - Whole-group discussion:
 - Model each step in the in the guide.
 - Debrief:
 - This image is from a series of stories run by the New York Sun in August of 1825 that eventually became known as “The Great Moon Hoax.”
 - Facilitators can access more information by visiting:
<http://www.history.com/this-day-in-history/the-great-moon-hoax>
 - Transition: Tell teachers that episodes of misinformation, sensationalism and fake news have occurred throughout history. In preparation for creating their own history lessons using comparable historical contexts through primary sources available at the Library of Congress, we will explore the rise of yellow journalism in the late 19th century.
 2. Jigsaw Activity: Primary source analysis – yellow journalism images
 - Essential question for the activity: What can we learn about today’s media by studying media of the past?
 - Divide teachers into groups of 3 – 4 participants. If there is a large group, multiple groups can analyze the same image.
 - Distribute one copy of the Primary Source Analysis Tool and the Teachers Guide, Analyzing Photographs and Prints to each teacher.
 - Distribute copies of the images and assign one image to each group. Members of these groups will be the “experts” for that image.
 - Instruct the groups to use the guide to analyze their assigned image. Each member must be prepared to share their findings with others.
 - Once groups have completed their analysis, the facilitator should then create new jigsaw groups composed of one member from each expert group.
 - In their new jigsaw groups, teachers should present their findings to the new group.
 - After each member has an opportunity to share their findings, the jigsaw group should answer the essential question: What can we learn about today’s media by studying media of the past?



3. Whole-group Debrief
 - To prepare for the debrief, the facilitator should have each image ready for posting on the projector.
 - The facilitator should lead a whole-group discussion of the essential question by having each jigsaw group share their findings.
 - The facilitator should probe for teachers to compare what they found in their analysis of these images to similar episodes in history as well as today's news media. In the process, the facilitator should ask teachers what primary sources they could look for to explore those events or episodes.

**Assessment/
Reflection**

Assessment:

1. Debrief: Ask teachers to reflect on the activity, share how they could use this in an upcoming lesson, and to identify potential primary sources they could use.
2. Teachers should be asked to identify an episode of misinformation, sensationalism, or fake news in history and search for a primary source(s) that could be used in the creation of a lesson.
3. An assessment that could follow this activity for teachers not participating in this particular project would be to have teachers select an image from loc.gov that could be used in an upcoming lesson or unit. They could create an activity for to be used in that lesson or unit using the image they located and the Primary Source Analysis Tool and the Teachers Guide, Analyzing Photographs and Prints.