

Are You Getting the Whole Truth?

Overview

Description

It is a given in our society that a free, uncensored press is essential to preserving our democracy and enabling citizens to make informed decisions. This freedom, however, places the responsibility for discerning the truth on the shoulders of every citizen. In this assignment, students will compare how the same story or topic is reported by different types and viewpoints of media. In collaborative groups, students will critically analyze these reports in order to determine objectivity, detect bias, and gauge the intended effect on public opinion. Each group will present its analyses and conclusions in a digital slideshow presentation.

Final Product: In addition to the group digital slideshow presentation, students will write individual 3-5 page essays summarizing the experience of doing this assignment and answering the question posed in the title.

Subject

US Government

Task Level

Grade 12

Objectives

Students will:

- Apply critical reading strategies to analyze topics, distinguish fact from opinion, and detect bias in news media regarding a historical event.
- Apply background knowledge about freedom of speech and of the press to a discussion of what the role of the media should be in our society.
- Conduct independent research to find news stories that illustrate how various media sources cover a selected news topic from different points of view.
- Read and listen critically to analyze a variety of viewpoints in news reports about their selected topic.
- Evaluate news reports for their objectivity, bias, completeness of coverage, and effect on public opinion.
- Compile information and evaluate results of their individual research.
- Work in collaborative groups to compare individual research findings, revise conclusions, look for patterns, and draw further conclusions.

- Present group findings in a digital slideshow presentation to the class.
- Write an essay summarizing and evaluating what they learned through this assignment.

Preparation

- Read the Instructor Task Information and the Student Notes.
- Prepare student copies of the Student Notes pages and the *Checklist to Analyze News Media Sources* handout.
- Provide an example of two articles presenting opposing views on a topic to provide practice in distinguishing statements of fact from opinion, reading critically, and analyzing a controversial issue. Additionally, seek to include examples from television or radio as visual or audio cues that can lead viewers to different conclusions. Try to use a historical topic for this comparison, not a current issue that students might choose for this assignment.
- One suggestion is to examine the way the Vietnam War was reported at various points during the conflict. This was the first war broadcast on American television on a nightly basis. Opinions both for and against the war were also reported on a nightly basis. Resources for this topic are included below.
 - **Vietnam War – Television History**
<http://video.google.com/videoplay?docid=3899087292142493432#docid=8652937298467479427>
 - **Accuracy in Media, Inc.: Television’s Vietnam – The Impact of Media**
<http://www.youtube.com/watch?v=XqayiS3NnuY>
- Another suggestion is to focus on a contemporary event and contrast an editorial from a liberal-leaning magazine (*Mother Jones*) with one from a conservative-leaning magazine (*National Review*).
- Discuss public perception of media bias, which has led to the public trusting some media outlets and distrusting other media outlets based upon the partisanship background of the readers or viewers. Excellent and balanced research on this topic is available through Pew Research Center for People and the Press and from the following websites:
 - **Media Awareness Network**
http://www.media-awareness.ca/english/resources/educational/handouts/broadcast_news/bw_bias_in_the_news.cfm
 - **Media Research Center**
<http://www.mediaresearch.org/biasbasics/biasbasics1.asp>
 - **FAIR – Fairness and Accuracy in Reporting**
<http://www.fair.org/index.php?page=3>
 - **Media Matters For America**
<http://mediamatters.org/>

- Prepare a basic list of suggested media sources to jumpstart student research. Include both liberal and conservative media outlets to be certain students cover all bases in research. For students' ease of use, group media by type (e.g., all television sources together) and have them provide examples of biased media outlets. Ensure that they provide some reasoning as to why they consider that outlet as liberal, conservative, or centrist. If unable to provide a full array of examples, provide the following examples of both conservative and liberal media sources to the class and see if they concur with these assigned labels.
 - Newspapers. (The focus questions are whether opinion enters the news stories, what stories are reported, and where in the paper the stories appear.)

Liberal: *New York Times, Washington Post*

Conservative: *Washington Times, Wall Street Journal*

Centrist: *USA Today*
 - Television nightly news broadcasts. (The focus questions are whether opinion enters the news stories, what stories are reported, and where in the broadcast the stories appear.)

Liberal: *The News Hour—PBS*

Conservative: *Bret Baier—Special Report—Fox News*
 - Opinion journals (These sources are intentionally opinionated.)

Liberal: *The Nation, The New Republic*

Conservative: *The National Review, The Weekly Standard*
 - Talk radio (These sources are intentionally opinionated.)

Liberal: *Democracy Now, The Ed Schultz Show*

Conservative: *The Rush Limbaugh Show, The Sean Hannity Show*
 - Internet journalism (These sources are intentionally opinionated with a bias either in story selection or in mixing opinion and facts.)

Liberal: *Huffington Post, Daily Kos*

Conservative: *Human Events, CNSnews.com*
- Determine a list of interesting news topics or stories suitable for your students to use in researching media coverage. Determine the minimum required number of news reports to be considered by each student.

Prior Knowledge

- Students should be familiar with the role of freedom of the press in our democratic system.

- Students should know how to use both library online databases, such as EBSCO (provided to schools by Texas State Library and Archives Commission, TEA and ESCs), and Internet search engines (Google, Yahoo, Bing) to conduct independent research.
- Students should have some practice in critically reading controversial issues to prepare them for independent analysis of different viewpoints in the media.
- Students should be able to work collaboratively in small groups to accomplish and present a group task.

Key Concepts and Terms

- Audience (readers, listeners, viewers)
- Bipartisan
- Broadcasting vs. narrowcasting
- Conservative
- Content bias
- Coverage bias
- Government or media watchdogs
- Internet or “cyber” journalism
- Left-wing
- Liberal
- Mainstream
- Mass media
- Media as gatekeeper of the news
- Media bias
- Objectivity
- Partisan(ship)
- Political journalist
- Propaganda
- Right-wing
- Selective reporting
- Story placement

Time Frame

This assignment will require approximately two to five hours class time and two to three weeks out-of-class time. Allow one class period to introduce the assignment and assign groups, one or two class periods to discuss and model the selection and inclusion of resources (if necessary), and one or two class periods for groups to deliver their digital slideshow presentations. Allow one or two weeks in between for groups to do their research and assemble their presentations. Allow a week after the presentations for students to write their individual essays. This assignment can be modified to meet the needs of different classroom schedules and student ability levels.

Instructional Plan

Getting Started

Learning Objectives

Students will:

- Apply critical reading strategies to analyze topics, distinguish fact from opinion, and detect bias in news media regarding a historical event.
- Apply background knowledge about freedom of speech and of the press to a discussion of what the role of the media should be in our society.

Procedure

1. Show students some examples of television reports of the Vietnam War (or another historical event). Have students discuss how these images may have affected public opinion at the time.
2. Briefly discuss the role of the media in our democratic society.
 - a. Review the roles of freedom of speech and of the press in safeguarding our democratic system.
 - b. Lead a class discussion on the various sources for obtaining the news (all the different types of print media, different types of broadcast media, Internet news). Discuss which of these types students and their families use most often, how thorough each news outlet is, how accurate and/or impartial each source seems to be, and when to use the information presented via print, broadcast, the Internet or a combination of all formats.
 - c. Discuss what students believe should be the role of the media as it relates to reporting the news, especially politically controversial news, and whether they believe there might be bias in media reporting. If so, what consequences might that bring?
 - i. Discuss views of those who believe there is liberal bias of the news (Media Research Center and Accuracy in Media).
 - ii. Discuss views of those who believe there is conservative bias in the news (Media Matters and Fairness and Accuracy in Reporting).
 - iii. Discuss Pew poll results on what the American public believes about media bias.
 - d. Review the Key Concepts and Terms for the assignment. Have the class decide if additional terms should be included in the list.

3. Introduce the assignment to the class. Tell students that they are acting as a team of journalists with a mission to develop an investigative report for their news outlet. The topic of the report is: Are You Getting the Whole Truth? After they report as a group, each student will write an essay analyzing what he or she learned through the assignment.

Investigating

Learning Objectives

Students will:

- Conduct independent research to find news stories that illustrate how various media sources cover a selected news topic from different points of view.
- Read and listen critically to analyze a variety of viewpoints in news reports about their selected topic.
- Comprehend the difference between coverage bias and content bias. Evaluate news reports for their objectivity, bias, completeness of coverage, and effect on public opinion.
- Work in collaborative groups to compare individual research findings, revise conclusions, look for patterns, and draw further conclusions.

Procedure

1. Assign four to six students to each group. Assign the same topic to at least two groups to be able to compare results. Review the topics before the groups proceed. It will be helpful to have a potential list of current topics that are in the news.
2. Have each team member take responsibility for investigating how a different type of media (television, newspaper, magazine, radio, etc.) covers the selected topic. This will allow for a larger and more varied amount of data from which to analyze and draw conclusions in the shortest amount of time.
3. Remind students to ensure that their research includes media sources with different points of view, such as liberal versus conservative views. Remind them to look for any differences, biases, emphases, or omissions in reporting. Provide them a list of media with differing points of view.
4. Have students conduct individual research on their selected topic and type of media source. They should use the instructor-provided questions (see below) and analysis tools (see *Checklist to Analyze News Media Sources* handout) to guide and annotate their research findings.

Questions to guide research (Provide evidence to support each answer.):

- a. Does this report completely cover what I want to know?

- b. Is there any information missing, or do I have questions this report does not answer?
 - c. Is the reporter's presentation biasing this report?
 - d. Is this intended to be a news report/story, or is this a news commentary in which opinion is intentionally mixed with facts or in which facts are used to support the opinion of the reporter?
 - e. How are the images, visuals, or videos used to affect the audience, and what is their impact?
 - f. Is the report thorough and objective? If not, what is missing?
 - g. Did the report convince me or change my previous opinion on the topic? Was that the intention of the media coverage?
 - h. How might the report affect public opinion?
 - i. Will the report affect government leaders? If so, how might it affect public policy?
5. Have each group devise a comprehensive chart on which to record abbreviated analyses of all media sources that were explored. This chart should also include proper citations for the sources.
 - a. Each group should attempt to classify the media coverage of the news events they analyzed and determine which seemed to have the most bias and which seemed to be mostly factual and balanced.
 - b. When coverage from a media source is clearly slanted either toward the conservative or liberal perspective, students should note that on their charts and in their final reports.
 6. Have students meet in their teams periodically to present their individual findings, compare them to those of their team members, clarify any questions, find trends and patterns, and draw conclusions about how different the media sources report on their selected topics. Each group should begin to plan the digital slideshow presentation of its investigative report.

Drawing Conclusions

Learning Objectives

Students will:

- Compile information and evaluate results of their individual research.
- Work in collaborative groups to compare individual research findings, revise conclusions, look for patterns, and draw further conclusions.
- Present their group's findings in a digital slideshow presentation to the class.

- Write an essay summarizing and evaluating what they learned through this assignment.

Procedure

1. Have student teams collaborate on a 10-minute digital slideshow presentation of the research they conducted. Prompt teams to assign different tasks to different team members so that everyone has a fairly equal share of responsibility for the presentation.
2. Allow time for student teams to share their group presentations with the class. (This should take up one class period.) Encourage the class to comment on presentations, look for any contradictions between groups, and discuss conclusions drawn from all the presentations.
3. Finally, have each student write a 3-5 page essay describing the following:
 - a. Using his or her individual data collection on a type of media, have each student answer the question that is the title of this assignment: Are You Getting the Whole Truth? (Students must address each question with evidence from Item #4 under Procedures in Investigating, and provide evidence to support their conclusions.)
 - b. Have each student then compare their individual conclusions to the group's findings (i.e., how did their media source compare to the other media sources researched).
 - c. Have the students make a recommendation about how to use media to gain a thorough and unbiased understanding of policy issues.
 - d. Instruct students to include a Works Cited page, and use the proper format when citing sources.

Scaffolding/Instructional Support

The goal of scaffolding is to provide support to encourage student success, independence, and self-management. Instructors can use these suggestions, in part or all together, to meet diverse student needs. The more skilled the student, however, the less scaffolding that he or she will need. Some examples of scaffolding that could apply to this assignment include:

To Simplify the Assignment

- Decide if your students would benefit from breaking the CRA into two parts with the first part culminating in the digital presentation and the second part culminating with the paper.
- Allow students to work in partners instead of in groups and pick one of the different formats instead of addressing each.
- Provide students with a sheet of possible resources. You could also preselect the sources you would want them to evaluate.
- Break the steps down into manageable pieces or even simplify to the bare essentials.

General Suggestions

- Spend time discussing and referencing the Purdue Owl website on managing resources effectively: <http://owl.english.purdue.edu/owl/section/2/>.
- Consider that major television network news and cable television news sources may prove more difficult to research for students assigned to find a story on a particular topic unless the topic is current. Students will often have to watch the story when broadcast, although they may be able to find archives of previously broadcast segments through Internet searches.
 - If a current topic is selected, encourage students to conduct their research during a single week so that there will be overlap in the media coverage of the particular topic.
 - Choosing certain events, such as the annual State of the Union address or major events, such as a terrorist attack, a foreign policy crisis, or a major legislative battle, will assure concurrent media coverage from multiple sources. It is also worth noting if some news outlets don't cover certain topics, as omission is also a form of bias.
 - Non-current but recent events can be tracked on mainstream media archives and through outlets such as YouTube.
- Provide a handout on detecting media bias. An example can be found at:
 - http://www.media-awareness.ca/english/resources/educational/handouts/broadcast_news/bw_bias_in_the_news.cfm

- Provide sample rubrics or checklists to help students analyze what they read or observe.
- Provide a longer suggested list of news sources and outlets (names of news commentators and lists of magazines, papers, television programs from liberal, centrist, and conservative perspectives) to guide student research.
- Invite a newspaper or TV reporter to come as a guest to discuss bias in the news. Should true reporters write with a certain bias? Can it be avoided? Allow students to come prepared with their questions after they have done some preliminary work. The guest's responses could be used as a primary resource.
- Continually check for student understanding of content or specialized terms that may cause students difficulty.
- Monitor groups as students do their research to make sure they are on track and finding a variety of points of view. Pair sources so that both liberal and conservative points of view are analyzed.

Solutions

The information below is intended to help you assess students' final work products. It may not represent all possible strategies and ideas. The accompanying scoring guide provides specific examples of ways a student might demonstrate content understanding and mastery of cross-disciplinary skills.

Necessary Elements

Students should contribute thoughtfully to the class discussion of key points, illustrations, and questions about the role the media has played in American society.

Students should identify and use appropriate sources for their research. They should gather information from the media sources being researched to identify patterns in the coverage that reveal biases, including omissions, and then use that information to compare stories.

Student essays should include few or no grammar or spelling errors, contain appropriately formatted references, and be accompanied by a Works Cited page. Because the research they are asked to do in this assignment relies on primary evidence, students should demonstrate care in their selection and reporting on the evidence used in the discussion.

Key Connections

Students should evaluate news reports by questioning what they read, see, and hear. They should provide sufficient examples to support their evaluation of news coverage of an event and be able to accurately cite their sources.

Students should synthesize information and apply results to draw well-reasoned conclusions about the effects of media presentation, format, and bias. Students' essays should cite media coverage to effectively demonstrate that different media outlets and different modes of presentation express different biases.

Common Misconceptions

Listed below are trends and or problems that students may encounter in finding sufficient sources that present enough differences to complete this assignment to their satisfaction:

- Research may show some evidence of bias in print, but more so in talk radio and in cable news. On both the conservative and the liberal sides, the news commentators and news opinion columns in all media are—by definition—“opinionated.”
- Talk radio may have more conservative than left wing or liberal programming, making it difficult to find comparative news reports. Pacifica or Air America radio with specific liberal talk is available in several metro Texas areas and also online. Students may not understand that talk radio is intentionally opinionated.
- Most of the major newsmagazines and newspapers are mainstream; thus, students may not find many differences in a report from *Newsweek* and *Time*. Since it is

unlikely they would normally read something like the *National Review*, you may have to lead students to less well-known magazine reports.

You can help students avoid frustration by explaining that the process of using critical thinking tools and analyzing the news for themselves is more important than the actual results of finding overt examples of different viewpoints. Furthermore, discovering the above trends and drawing conclusions about them is another way students can successfully complete this assignment.

TCCRS Cross-Disciplinary Standards Addressed

Performance Expectation	Getting Started	Investigating	Drawing Conclusions
<i>I. Key Cognitive Skills</i>			
A.1. Engage in scholarly inquiry and dialogue.	✓	✓	
B.1. Consider arguments and conclusions of self and others.	✓	✓	✓
B.2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.		✓	✓
B.3. Gather evidence to support arguments, findings, or lines of reasoning.		✓	
C.3. Collect evidence and data systematically and directly relate to solving a problem.	✓	✓	
D.1. Self-monitor learning needs and seek assistance when needed.	✓	✓	✓
D.2. Use study habits necessary to manage academic pursuits and requirements.	✓	✓	✓
D.3. Strive for accuracy and precision.	✓	✓	✓
D.4. Persevere to complete and master tasks.	✓	✓	✓
E.1. Work independently.			✓
E.2. Work collaboratively.	✓	✓	✓
F.1. Attribute ideas and information to source materials and people.		✓	✓
F.2. Evaluate sources for quality of content, validity, credibility, and relevance.		✓	
F.3. Include the ideas of others and the complexities of the debate, issue, or problem.			✓
<i>II. Foundational Skills</i>			
A.3. Identify the intended purpose and audience of the text.		✓	
A.5. Analyze textual information critically.		✓	
A.6. Annotate, summarize, paraphrase, and outline texts when appropriate.		✓	✓

B.1. Write clearly and coherently using standard writing conventions.			✓
C.2. Explore a research topic.	✓	✓	
C.4. Evaluate the validity and reliability of sources.		✓	✓
C.5. Synthesize and organize information effectively.			✓
C.6. Design and present an effective product.			✓
D.1. Identify patterns or departures from patterns among data.		✓	✓
E.1. Use technology to gather information.		✓	
E.3. Use technology to communicate and display findings in a clear and coherent manner.			✓

TCCRS Social Studies Standards Addressed

Performance Expectation	Getting Started	Investigating	Drawing Conclusions
<i>I. Interrelated Disciplines and Skills</i>			
C.3. Explain and analyze the importance of civic engagement.	✓	✓	✓
E.2. Define the concept of socialization and analyze the role socialization plays in human development and behavior.	✓	✓	✓
E.3. Analyze how social institutions (e.g., marriage, family, churches, schools) function and meet the needs of society.	✓	✓	✓
F.1. Use a variety of research and analytical tools to explore questions or issues thoroughly and fairly.	✓	✓	✓
<i>II. Diverse Human Perspectives and Experiences</i>			
B.4. Evaluate how major philosophical and intellectual concepts influence human behavior or identity.	✓	✓	✓
<i>IV. Analysis, Synthesis, and Evaluation of Information</i>			
A.1. Identify and analyze the main idea(s) and point(s)-of-view in sources.	✓	✓	✓

A.2. Situate an informational source in its appropriate contexts (contemporary, historical, cultural).	✓	✓	✓
A.3. Evaluate sources from multiple perspectives.	✓	✓	✓
A.4. Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.	✓	✓	✓
A.5. Read narrative texts critically.		✓	
A.6. Read research data critically.		✓	
B.3. Gather, organize, and display the results of data and research.		✓	✓
B.4. Identify and collect sources.		✓	
C.1. Understand and interpret presentations (e.g., speeches, lectures, informal presentations) critically.			✓
D.1. Construct a thesis that is supported by evidence.			✓
D.2. Recognize and evaluate counter arguments.		✓	
<i>V. Effective Communication</i>			
A.1. Use appropriate oral communication techniques depending on the context or nature of the interaction.			✓
A.2. Use conventions of standard written English.			✓
B.1. Attribute ideas and information to source materials and authors.		✓	✓

TEKS Standards Addressed

<i>Are You Getting the Whole Truth? - Texas Essential Knowledge and Skills (TEKS): Social Studies, Government</i>
113.44.c.11. Government. The student understands the role of political parties in the U.S. system of government. The student is expected to: 113.44.c.11.C. identify opportunities for citizens to participate in political party activities at local, state, and national levels.
113.44.c.13. Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to: 113.44.c.13.A. understand the roles of limited government and the rule of law in the protection of individual rights. 113.44.c.13.B. identify and define the unalienable rights.

<i>Are You Getting the Whole Truth? - Texas Essential Knowledge and Skills (TEKS): Social Studies, Government</i>	
113.44.c.13.C. identify the freedoms and rights guaranteed by each amendment in the Bill of Rights.	
113.44.c.13.D. analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including <i>Engel v. Vitale</i> , <i>Schenck v. United States</i> , <i>Texas v. Johnson</i> , <i>Miranda v. Arizona</i> , <i>Gideon v. Wainwright</i> , <i>Mapp v. Ohio</i> , and <i>Roe v. Wade</i> .	
113.44.c.14. Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:	
113.44.c.14.A. explain the difference between personal and civic responsibilities.	
113.44.c.14.C. understand the responsibilities, duties, and obligations of citizenship such as being well informed about civic affairs, serving in the military, voting, serving on a jury, observing the laws, paying taxes, and serving the public good.	
113.44.c.16. Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:	
113.44.c.16.A. examine different points of view of political parties and interest groups such as the League of United Latin American Citizens (LULAC), the National Rifle Association (NRA), and the National Association for the Advancement of Colored People (NAACP) on important contemporary issues.	
113.44.c.16.B. analyze the importance of the First Amendment rights of petition, assembly, speech, and press and the Second Amendment right to keep and bear arms.	
113.44.c.20. Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	
113.44.c.20.A. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.	
113.44.c.20.B. create a product on a contemporary government issue or topic using critical methods of inquiry.	
113.44.c.20.D. analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference.	
113.44.c.21. Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	
113.44.c.21.A. use social studies terminology correctly.	
113.44.c.21.B. use standard grammar, spelling, sentence structure, and punctuation.	
113.44.c.21.C. transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate.	
113.44.c.21.D. create written, oral, and visual presentations of social studies information.	
113.44.c.22. Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	
113.44.c.22.A. use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	
113.44.c.22.B. use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.	

Are You Getting the Whole Truth?

Introduction

You and your team are journalists for an independent mass media news source. Your editor has asked you to prepare a major investigative story on the comparative differences in your competitors' coverage of the same news topic. By critically analyzing the different points of view that various media sources present, your team will produce a report that exposes media biases and helps your audience better analyze the news, becoming more informed and active citizens. Your final products will be a group presentation of your results and an independently written essay analyzing what you learned through this assignment.

Directions

Getting Started

1. Take part in the class discussion about an historical event in which the media played more than an objective role. Discuss the function of the media from your personal point of view.
2. Review the Key Concepts and Terms, and contribute any additional terms that you think belong in the list.
3. Listen carefully as your instructor presents the assignment.

Investigating

1. With your team, select a news topic or story. Research and compare how the topic is reported by different media sources and media outlets that hold different points of view.
2. Each member of your team will analyze the selected topic or story through a different type of media, such as the Internet, magazines, local and national newspapers, cable news, mainstream network news, or talk radio.
3. Decide on which sources to use to begin your research. If doing research on network or cable broadcast news, check to see if you can get transcripts of news stories or copies of the reports on websites, since waiting to watch the news will most likely require at-home research. You may also consider recording these network and cable news programs if recording equipment is available to you.
4. Find media sources and news reports that present different sides of the same topic or story.

5. To be reliable and draw valid conclusions, you and your team need to gather a variety of news reports from each individual type of media source.
6. As you research, ask yourself the following questions about your sources, and provide evidence to support each answer.
 - a. Does this report completely cover what I want to know?
 - b. Is there any information missing, or do I have questions this report does not answer?
 - c. Is the reporter's presentation coloring this report?
 - d. Is this intended to be a news report/story, or is this a news commentary in which opinion is intentionally mixed with facts or in which facts are used to support the opinion of the reporter?
 - e. How are the images, visuals, and/or videos used to affect the audience, and what is their impact?
 - f. Is the report thorough and objective? If not, what is missing?
 - g. Did the report convince me or change my previous opinion on the topic? Was that the intention of the media coverage?
 - h. How might the report affect public opinion?
 - i. Will the report affect government leaders? If so, how might it affect public policy?
7. Meet periodically with your team, both in and out of class, to discuss your findings, identify patterns and trends, and make suggestions to refine your searches.

Drawing Conclusions

1. Compile your individual research. In your teams, discuss and compare each team member's findings on how the topic was reported through the different types of media. Look for any trends and patterns, and draw conclusions about what you and your team discovered.
2. Work as a group on the digital slideshow presentation. Have different team members perform different tasks so that everyone has a fairly equal share of responsibility for the presentation.
3. Prepare and be ready to deliver your team's presentation.
4. Write a first and final draft of a 3-5 page essay summarizing the process you underwent through during the assignment and evaluating what you learned. This essay should address the following:

- a. Using the data you collected about your media source, answer the question that is the title of this assignment: “Are You Getting the Whole Truth?” Provide evidence that you collected for each question in Investigating #6 to support your conclusions.
- b. Compare your individual conclusions to your group’s findings. How did your media source compare to the other media sources researched?
- c. Make a recommendation about how to use media to gain a thorough and unbiased understanding of policy issues.
- d. Include a Works Cited page, and use proper format when citing sources.

Checklist to Analyze News Media Sources

News Report Title or Description: _____

Type of Media: _____

News Source: _____

Journalist: _____

Directions: Use the checklist to help you analyze the news as you read, watch, or listen. If you determine that any of the descriptors describe or apply to the news report that you are studying, place a check mark by it. If appropriate, place tally marks for the number of times you observe each descriptor in the report. Keep notes to document your analysis and to compare with other reports. You may add other descriptors to the chart.

Check Here	Descriptor (The report uses or states...)	Tally	Notes
	Facts		
	Opinion		
	Proof or evidence		
	Beliefs or agenda		
	Impartial reporting		
	Positive comments		
	Negative comments		
	Derisive language		
	Propaganda		
	Scare tactics		
	Sarcasm		
	Name-calling		
	Emotional words		
	Emotional images		
	Tone of voice that...		
	Sequence or story placement that...		
	Brief coverage that...		
	Lengthy coverage that...		
	Filters or leaves out information about...		