

5 RESPONDING TO THE NEWS



Reading and responding to the news has long been a part of our cultural landscape and is closely tied to our understanding of the First Amendment. *The Illinois Chronicles* and timeline present dozens of opportunities to illustrate how we have historically responded to news and events, and how students today can take informed action in regard to topics across a 200-year continuum.

K-5

STANDARDS

ELA STANDARDS

- K-5 Reading 1-3: Key ideas and details
- K-5 Reading 7: Using illustrations to describe key ideas
- K-5 Writing 1 and 2: Writing opinion and informational text
- K-5 Writing 4-9: Produce and share information
- K-5 Speaking and Listening 1: Collaborative conversations
- K-5 Speaking and Listening 4-6: Presentation of knowledge and ideas

SOCIAL SCIENCE STANDARDS

- SS.IS.4.K-2: Evaluate a source by distinguishing between fact and opinion.
- SS.IS.5.K-2: Ask and answer questions about arguments and explanations.
- SS.IS.4.3-5: Gather relevant information and distinguish between fact and opinion to determine credibility of multiple sources.
- SS.IS.6.3-5: Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.

ACTIVITIES

- Choose an article in *The Illinois Chronicles* and highlight keywords and phrases. Use those words and phrases to summarize the article.
- Create a comic strip to comment on one of the news articles using three to five panels of artwork and/or dialogue.
- Create two columns on the board labeled “facts” and “opinions”. Read an article aloud and pull out the sentences or ideas representing opinions, and those representing facts, and note them in the appropriate column.
- After reading aloud two or three articles, have the students discuss or write about which article they find the most important or impactful (or which had the biggest impact on people at the time). Ask them to include why they chose that article and what may have been different had the event never occurred.

- After learning about how newspapers include letters to the editor, respond to an event from the timeline as if you were alive during the event. Write a letter to the editor in response to the news including what you thought of that event and how it made you feel.

6–8

STANDARDS

ELA STANDARDS

- 6–8 RH and RI 1–3: Key ideas and details
- 6–8 RH and RI 7–9: Integration of knowledge and ideas
- 6–8 W and WHST 1 and 2: Writing argument and informational text
- 6–8 W and WHST 7–9: Research to build and present knowledge

SOCIAL SCIENCE STANDARDS

- SS.IS.6.6–8.LC: Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.
- SS.IS.6.6–8.MdC: Construct explanations using reasoning, correct sequence, examples and details, while acknowledging their strengths and weaknesses.
- SS.IS.8.6–8.LC: Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.

ACTIVITIES

- *The Illinois Chronicles* presents a range of controversial issues. Respond to a single news article by writing a letter to the editor from an assigned perspective. For example, in the article “Illinois Women Win the Vote,” students could be assigned to write from multiple perspectives such as a female suffragette, an opposition female, a male supporter, a male dissenter, a politician, or even as a business owner.
- Political cartoons and advertisements attempt to distill big ideas into a single image or short message. Create a political cartoon or ad on a topic presented in *The Illinois Chronicles* or timeline and note what considerations were made in addressing your topic.
- Choose an article from *The Illinois Chronicles* that may be controversial and offer a solution to the problems presented in the article. Create a sample social media feed informing others about this event and sharing your opinions with the world.

9–12

STANDARDS

ELA STANDARDS

- 9–12 RH and RI 1–3: Key ideas and details
- 9–12 RH and RI 7–9: Integration of knowledge and ideas

9–12 W and WHST 1 and 2: Writing argument and informational text

9–12 W and WHST 7–9: Research to build and present knowledge

SOCIAL SCIENCE STANDARDS

SS.IS.4.9–12: Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.

SS.IS.5.9–12: Identify evidence that draws information from multiple sources to revise or strengthen claims.

SS.IS.6.9–12: Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.

SS.IS.7.9–12: Articulate explanations and arguments to a targeted audience in diverse settings.

SS.IS.8.9–12: Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.

ACTIVITIES

- Evaluate an article for its historical and contemporary effect on the immediate community, as well as through a broader lens (e.g. from a state, national, or global point of view). What concerns are the same at each level, and how do they change as each larger group is included in understanding the issue?
- Compare an article to the same topic as described in more recent news. Describe what actions have taken place since then and evaluate the motivations of the sources as described in perspective, context, authority, point of view, origin, structure, and context.
- Independently research a topic. Locate information which disagrees with the account in *The Illinois Chronicles* and compare the news as presented from alternate sources.
- Choose an event from *The Illinois Chronicles* or timeline and summarize how this issue has changed over time. Research individuals and organizations which have addressed this topic. Outline the current debate surrounding this subject and cite multiple sources to show contemporary differences in opinion and note why this issue is still newsworthy.