

Investigative Journalism that Inspired Change

TEACHER'S GUIDE

Investigative journalism is a critical component to the freedom of expression. Investigative reporters unveil issues that have been deliberately or inadvertently concealed, and hold individuals and entities responsible for wrongdoing. This exposure of wrongdoing not only works to inspire and affect change, but helps to maintain the foundation of our democratic society as it helps citizens make informed decisions. *Investigate Journalism that Inspired Change* is a timely series that highlights the painstaking work behind investigate journalism, and the importance of freedom of the press in uncovering wrongdoings and injustice. Each book features three case studies in which a journalist followed a trail of information and uncovered truths that affect us all. The Investigative Journalism that Inspired Change Teacher's Guide contains lessons that explore the characteristics of investigative journalism, illustrate the importance of media communication, and teach that investigative journalism is integral to public interest.

The lessons featured in this guide are focused primarily on expectations found in the Grade 6 curriculum, but can be extended through all middle-school grades. Lessons focus on developing critical-thinking and comprehension skills. Students will look at issues related to fairness, equity, and social justice, and have purposeful discussions with their peers about content found within the *Investigative Journalism that Inspired Change* series. Students will discover that investigative journalism is not only a tool for mass communication, but it is a craft that can inspire change and service the public. Students will use their abilities in reading comprehension and media literacy to navigate through the lessons.

The lesson plans in this guide have been designed individually and therefore, can each be taught as stand-alone lessons. Reproducible worksheets and assessment tools accompany each lesson plan. The titles in *Investigative Journalism that Inspired Change* include:

Sports Journalism

Human Rights Journalism

Health Care Journalism

Environmental Journalism

PACING CHART AND VOCABULARY

Lesson Plan Title	Pacing	Vocabulary
What is Investigative Journalism?	3 class periods*	anonymous conventional journalism elements/key features facts interview investigate journalism news political reform reporter source
The Freedom of Press	2 class periods	censorship democracy freedom of press freedom of speech media muckraker press
Mediums and Media	3 to 4 class periods	audience media medium perspective political cartoon

* 1 class period = 40-60 minutes

ACCOMMODATION STRATEGIES

Accommodations provide equal access to learning and equal opportunity to demonstrate what is learned. Accommodations allow a student access to the subject or course without any changes to the knowledge and skills the student is expected to demonstrate.

Educators are encouraged to adapt the instructional approach, activities, and assessments included in this guide to best meet the diverse interests, needs, and abilities of their students.

Possible accommodations may include:

Instructional Strategies

- Break tasks into parts with accompanying time lines
- Provide extra time for processing of oral information
- Pair oral instructions with visual ones (writing or symbols)
- Pre-teach new vocabulary and regularly review previously taught vocabulary
- Provide model of completed work
- Frequently check with the student to get him/her started
- Provide oral and visual instructions and examples
- Provide a checklist or tasks for the student

Environmental Strategies

- Proximity to teacher
- Strategic seating
- Flexible or mixed-ability grouping
- Provide an alternative setting for learning that is free from visual and auditory distractions

Assessment Strategies

- Build in extra time to allow students to process questions asked and answers given
- Provide written instructions and rubrics for assignments
- Offer a choice of assessment activities so that the student can choose one suited to their strengths
- Space out or extend assignments to prevent student feeling overwhelmed
- Reduce the number of tasks used to assess skill or concept
- Allow students to use assistive devices or technology

LESSON 1

What is Investigative Journalism?

Curriculum Correlations

Ontario Language arts

Grade 6 Reading

1; 1.1, 1.2, 1.4, 1.6.

2; 2.3, 2.3.3; 3.1

Grade 6 Media Literacy

1; 1.1.

2; 2.1, 2.2

Common Core State Standards

CCSS.ELA-LITERACY.RI.6.1

CCSS.ELA-LITERACY.RI.6.2

CCSS.ELA-LITERACY.RI.6.4

Materials

- *Investigative Journalism that Inspired Change* series
- White board or Chalkboard with markers or chalk
- Pens, Pencils, or Markers
- Envelopes
- Chart Paper
- “Secret from a Source” Cards
- Computers on which to read articles or printed copies of articles indicated in lesson.
- *K-W-L Chart*
- *Elements of Investigative Writing Worksheet*
- *Investigative or Conventional? Worksheet*
- *Investigative Journalism Checklist*

Objectives

Students will:

- Define and identify the key components of a investigative journalism.
- Differentiate the characteristics of an investigative report from a conventional report.

Setting the Stage

Introduce the lesson by providing small groups of 3–4 with a “Breaking News” envelope, and some chart paper with markers.

Each envelope will contain “Secret from a Source” card, which has a piece of information that someone “powerful” does not want to be publicized.

Tell students that the note has been provided by a source that wants to remain **anonymous**. The information from the **source** may be factual or false.

In their small groups, students will brainstorm answers to the following questions. Post the questions on a smartboard or white board for students to refer to.

- How would you try and determine whether the information you received was true? What steps would you take to discover the story?
- Which stakeholders are involved? How would they be affected?
- What would you be risking if you shared this information? What would the repercussions be if the story was published but ended up being false?
- How does the information impact their school? Community? City? Is the story worth investigating?

Students will develop a plan of action, detailing the steps they would take to determine the validity of the information provided to them. Students will write their plan on the piece of chart paper, and place it in a designated area in the classroom.

2-3 groups may share the information that was provided to them and their plan of action for investigating the story. The group may also discuss the potential impact the story has on contributing members.

Tell students that in this activity, they have all been acting like investigative journalists!

Facilitate class discussion by posing the question:

- What is **investigative journalism** and how does it differ from conventional forms of journalism?

Students will share their answers and the teacher will record the responses on the board. Refer to Chapter 1 of any book in *Investigative Journalism that Inspired Change* for a chart that compares the two.

Hand out *K-W-L Chart* and have students complete the “K” column and the “W” column.

- What do you **know** about investigative journalism and how it is different from conventional journalism? What features of investigative journalism do you **know**?
- What do you **wonder** about investigative journalism or what it means to be an investigative reporter?

Activity

Students will read *Health Care Journalism*

*This lesson can be applied to any book in the series

As a class, create a definition for **investigative journalism** and write the definition on an anchor chart so that students may refer to it when needed. An example definition could be:

- **Investigative journalism is news stories that uncover issues that have been deliberately and/or inadvertently concealed from the public. Investigative journalists expose concealed facts with research and thorough analysis.**

In pairs, students will complete the *Elements of Investigative Writing Worksheet*. Using *Health Care Journalism* as their guide, students will analyze the text and create a list of elements or key features that are required in investigative journalism.

Upon completion, students will share their responses with the class and the teacher will create a list of features that can be referred to when needed. Examples of elements include, but are not limited to:

- Stories expose issues surrounded in secrecy
- Answer questions to *who, what, when, where, why* and *how*
- Contains data, facts, statistics, and other information to prove that the story is true
- Story has taken a long time to produce
- Provides details about evidence collected
- Uses information/expertise from other professions such as data analysts and graphic designers
- Includes interviews from sources who have been directly affected by the issue; adds a personal connection for the readers
- Story often leads to social change and/or political reform

Students will read two articles and complete the worksheet titled *Investigative or Conventional?*

1. "My School Deserves Better – And So Do I!" (<https://bit.ly/2Pi3Hj0>)
2. "Banksy Artwork Self-Destructs After Selling for \$1.4 Million" (<https://bit.ly/2C3G2im>) or (<https://cnn.it/2QAdVeZ>).

Extensions

- ▶ Students will research, locate, and analyze the difference between an investigative report and a conventional report.
- ▶ Invite students to bring in articles from newspapers, magazines, editorials, etc., and discuss features of the text to determine whether its investigative, conventional, or another form of reporting.

Wrap-Up

Students will add additional information on the "L" column of their *K-W-L Chart*.

Students will hand in their *K-W-L Chart*, *Elements of Investigative Writing Worksheet*, and *Investigative or Conventional? Worksheet*.

Allow additional time to discuss any questions students may have in regards to the material that was explored during class.

Assessment

Assess K-W-L Chart for understanding of student learning.

Assess *Elements of Investigative Writing Worksheet* and *Investigative or Conventional? Worksheet* for comprehension, using *Investigative Journalism Checklist*.

Observational notes should be taken during class discussions and activities where possible.

"Secret from a Source" Cards

School textbooks have not been updated in 10 years, but money has been provided to the school to have them updated

Fruit and vegetables sold in the cafeteria are supposed to come from local farms, but they are being bought at big box stores

Janitors have been working overtime without pay

The local grocery store claims to give unsold foods to homelessness initiatives, but they have been throwing it all in the garbage

The school basketball team lost their last game because the referee, who was related to a student from the opposing team, made biased calls against them.

There are brand new laptops for the students to use, but the school hasn't let anyone know because they don't want the students to "break" them

Name: _____ Date: _____

KWL Chart

Before you begin your research, list details in the first two columns.
Fill in the last column after completing your research.

Topic		
What I Know	What I Want to Know	What I Learned

Name: _____ Date: _____

Elements of Investigative Writing Worksheet

Elements or **Key Features** exist within a variety of writing styles. They exist so that individuals are able to differentiate between one or more types of work (i.e. between an investigative journal and a narrative). Using the case studies found within *Health Care Journalism*, find and list the specific characteristics of investigative journalism. What **elements** or **features** make it an investigative story? Write the page number beside the characteristic so you can refer back to it at a later time.

Element/Key Feature	Page Number
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Name: _____ Date: _____

Investigative Journalism Checklist

Criteria	Met	Somewhat Met	Not Met
Student identifies 8 or more features of investigative journalism, with corresponding page numbers.			
Student correctly classifies articles by their type of journalism.			
Student gives 2 or more reasons why an article is classified as investigative or conventional.			
Reasons provided by student refer back to features discussed in class and on their Elements of Investigative Writing Worksheet.			

Comments: _____

LESSON 2

The Freedom of Press

Curriculum Correlations

Ontario Language Arts

Grade 6 Reading

1; 1.1, 1.2, 1.4, 1.5, 1.8.

3; 3.1

Common Core State Standards

CCSS.ESA-LITERACY.RI.6.1

CCSS.ELA-LITERACY.RI.6.2

CCSS.ELA-LITERACY.RI.6.4

Materials

- *Investigative Journalism that Inspired Change* series
- Photocopies of each of the 3 case studies in *Human Rights Journalism*
- Photocopies or digital displays of two articles indicated in lesson plan
- White board or Chalkboard with markers or chalk
- Markers, Pens, or Pencils
- Chart paper
- Projector (Video)
- Journals
- *What's in a Case Study? Worksheet*
- *Freedom of Press Exit Card*

Objectives

Students will:

- Define and discuss how “freedom of speech” and “freedom of press” impact investigative journalism
- Analyze and examine a case study in order to answer questions relating to the 5 “W’s” of journalism

Setting the Stage

Watch interviews with David Kaplan, Christophe Deloire, and Henrik Kaufholz from the documentary *Courage: Journalism is Not a Crime* (<https://bit.ly/2QDU5PV>).

Teacher will hand out the articles:

- “Asia’s Muckrakers: Under Threat, but Fighting Back” (<https://bit.ly/2I0PPue>)
- “INN Joins 350 US Papers in Call for End to Trump Harassment of Press” (<https://bit.ly/20I970t>).

The articles may be read out loud or students may be given an allotted amount of time to read the articles individually.

Write “Freedom of Speech” and “Freedom of Press” on the board.

Use “Think, Pair, Share” and have students define and discuss the importance of one or both of these ideas. Students will share answers and create a class definition for each. Definitions should be written on an anchor chart for future reference. Example definitions include:

- **Freedom of speech is the ability to speak without conditions or restrictions (i.e. censorship)—as long as it does not affect the rights of others (i.e. hate speech)**
- **Freedom of press allows individuals to communicate freely through a variety of sources, including both printed and electronic media.**

Facilitate class discussion by posing the question, “Who/what helps or hinders the job of investigative journalists?” Continue discussion using the following prompts:

- Whose interests do investigative reporters serve?
- Why is investigative journalism important to democratic societies?
- Based on the interviews and articles we just explored, who is attempting to suppress “news media”? Why do you think this is?
- How is “freedom of the press” critical to the existence of investigative journalism?

Take away concepts:

- ▶ Investigative reporters serve the interests of the general populace by uncovering and exposing wrongdoings and injustice.
- ▶ Stakeholders that are in positions of power may attempt to suppress and discredit information as a way to cover-up their wrongdoing.
- ▶ In a democratic society, “freedom of the press” allows journalists to write and publish their investigations in order to provide fact-based, objective accounts of reliable information. This information helps voters make informed decisions.

Activity

Students will choose one of the case studies in *Human Rights Journalism* and complete *What's in a Case Study? Worksheet*.

*This lesson may be applied to any book in the series

Note: Answers to the questions “who”, “what”, “when”, “where”, “why”, and “how”, located in the beginning of each case study, should be removed from the photocopies provided to students for this activity.

In a journal provided by the teacher, write a response to the following question:

- What type of impact did the investigative report you read have on the community? On the nation? On a global scale?

Have a round-table discussion in small groups, in which students share their responses in their journals.

Extensions

- ▶ Invite students to research an investigative article of their choosing and complete *What's in a Case Study? Worksheet*
- ▶ Students may discuss their case study to a peer who chose a different case study to analyze

Wrap-Up

Pose the question, “What did you find inspiring about the journalists discussed in your case studies?” Discussion question for additional prompting:

- How do the experiences of the journalists in the case study relate to the articles we read and interviews we watched at the beginning of the lesson?

Allow students time to discuss the case studies and answer any additional questions as required.

Hand out *Freedom of Press Exit Card*. Students will complete and hand in *What's in a Case Study? Worksheet*, journal, and *Freedom of Thought Exit Card*.

Assessment

Give *What's in a Case Study? Worksheet* and journal a mark for completion. Assess *Freedom of Press Exit Card* for reading comprehension and understanding of the material.

Name: _____ Date: _____

Freedom of Press Exit Card

Answer the following questions and reflect on today's lesson below:

Why is freedom of speech/press so important to investigative journalism? _____

Who do you think benefits most from investigative journalism? _____

What did you learn from today's lesson? _____

So **What?** (Relevancy, importance, usefulness) _____

Now **What?** _____

Would you like to share any additional thoughts? _____

Name: _____ Date: _____

What's in a Case Study? Worksheet

Choose one of the case studies from Human Rights Journalism and answer the following questions. Support your responses with evidence from the text and page numbers where possible. Answer in full sentences.

1. **Who** was being investigated? Were they victims or were they guilty of committing an offence?

2. **What** was the story? _____

3. **When** did this occur? _____

4. **Where** did it happen? _____

5. **Why** was this happening? What was the goal? _____

Name: _____ Date: _____

What's in a Case Study? Worksheet

Choose one of the case studies from Human Rights Journalism and answer the following questions. Support your responses with evidence from the text and page numbers where possible. Answer in full sentences.

6. **How** did it happen? What strategies or tactics were used to achieve what they wanted?

7. **What** are some of the similarities you can draw between the experiences of the journalist(s) in the case study and those from the interviews and/or articles?

8. **What** impact did the story have on the general public? On those committing wrongdoings? On those who were/are being affected?

9. **How** did this case study impact you? How did the case study help shape your view of investigative journalism? What have you learned from this?

10. **Do** you think investigate journalism has created problems regarding privacy? _____

LESSON 3

Mediums and Media

Curriculum Correlations

Ontario Language Arts

Grade 6 Reading

1; 1.1, 1.2, 1.5, 1.6, 1.7, 1.9

Grade 6 Media Literacy

1; 1.1, 1.3, 1.4.

2; 2.2.

3; 3.1, 3.2

Grade 6 Writing

1; 1.1, 1.2.

2; 2.1

Common Core State Standards

CCSS.ESA-LITERACY.W.6.1

CCSS.ESA-LITERACY.W.6.2

CCSS.ESA-LITERACY.W.6.4

Materials

- *Investigative Journalism that Inspired Change* series
- White board or Chalkboard with marker or chalk
- Markers, Pens, Pencils, or Pencil Crayons
- Paper
- Computer (Research)
- *Political Cartoon Rating Scale*
- *Reporting in the Media Rubric*

Objectives

Students will:

- Analyze and determine the message and intended audience of various political cartoons.
- Create their own cartoon about a given topic.
- Write a report detailing which medium(s) would be best suited to deliver the information in a case study to a target audience

Setting the Stage

Provide students with three political cartoons that depict investigative journalists or investigative journalism. Some examples can be found here. Ensure that chosen examples are appropriate and can be understood by students. <https://bit.ly/2Fmnbme>

In pairs, students will discuss each of the cartoons and share their opinion on what the author was attempting to portray in their illustration. Invite 2-3 students to share what was discussed with their partners to the class.

Facilitate class discussion by posing the question:

- Do you think a political cartoon is an effective method of getting a particular message across? Why or why not?

Further discussion questions:

- Who is the intended audience of each of the cartoons?
- A lot of the material displayed in political cartoons is controversial in nature. Why do you think this is? What are the authors' intentions in doing this?
- Do you think that these political cartoons are portraying the views of the general populace towards a particular subject or just the author's? What is the author's perspective?

Students will choose one case study from the *Investigative Journalism that Inspired Change* series and draw their own political cartoon on the issue described in the chapter. They will provide the teacher with a small paragraph accompanying their cartoon, which includes:

- Issue being portrayed in the cartoon
- Message they are conveying
- Intended target audience

Political cartoons will be collected and displayed in a particular area of the classroom/hallway.

Activity

As a class, brainstorm the various ways that investigative stories can be communicated (i.e. newspaper or online text accompanied by photographs, audio, videos, documentaries, major motion pictures, political cartoons, etc.) and write a list on the white board.

Explain that the examples provided are different types of media and that a medium is using one of said examples as a method of mass communication, to deliver information to a wide variety of people.

The type of medium chosen is influenced by the target audience the journalist(s) wishes to reach. Multiple mediums may be used as a means of reaching a broader audience.

Introduce project:

- Students will assume the role of an investigative reporter in one of the case studies in the *Investigative Journalism that Inspired Change* series.
- Their editor has asked them what they believe is the best medium to use when delivering their story (what medium will capture the most attention from a broad audience?)
- Students will write a one-page report detailing:
 - ▶ What case study they have been an active reporter on.
 - ▶ The medium(s) they feel will best capture the information they have obtained.
 - ▶ How the particular medium(s) they have chosen reflect the interests of their target audience. (i.e. will the local paper of a community sickened by the treatment of their drinking waters be the most advantageous or would another option be more optimal?)
 - ▶ Why that particular target audience has been chosen. (Does the issue at hand affect a certain age group more than others?)

As a class, discuss success criteria and create a rough draft of a rubric (teacher will finalize and provide it to students prior to them writing their reports).

*An optional rubric is provided in this guide

Extensions

- ▶ Invite students to create part of the medium they chose for their case study (i.e. write a small part of the report; draw a political cartoon; create an audio recording, etc.),

Wrap-Up

Students will hand in their report.

Invite students to look at the political cartoons from the beginning of the lesson and discuss any common themes noticeable among them.

Assessment

Political cartoons will be assessed using the *Political Cartoon Rating Scale* and *Reporting in the Media Rubric* will be used to assess students reports.

Name: _____

Date: _____

Political Cartoon Rating Scale

1. Case study chosen is identifiable based on content portrayed in political cartoon.

N/A

Needs Improvement

Satisfactory

Good

Excellent

2. Political cartoon accurately reflects issues illustrated within case study.

N/A

Needs Improvement

Satisfactory

Good

Excellent

3. Message being conveyed in cartoon mirrors write-up provided.

N/A

Needs Improvement

Satisfactory

Good

Excellent

4. Explanation for intended audience is thorough and well thought out.

N/A

Needs Improvement

Satisfactory

Good

Excellent

5. Political cartoon is organized, neat, and demonstrates understanding of lesson material.

N/A

Needs Improvement

Satisfactory

Good

Excellent

Student name: _____

Date: _____

Reporting in the Media Rubric

	Level 1	Level 2	Level 3	Level 4
Organization and Focus	<p>Addresses only one part of the writing task.</p> <p>Demonstrates little understanding of purpose, mediums, or audience.</p> <p>Lacks a point of view, focus, or organizational structure that makes it difficult for the reader.</p>	<p>Addresses some of the writing tasks.</p> <p>Demonstrates some understanding of purpose, mediums, or audience.</p> <p>Maintains an inconsistent point of view, focus, or organizational structure.</p>	<p>Addresses most of the writing tasks.</p> <p>Demonstrates a good understanding of purpose, mediums, or audience.</p> <p>Maintains a consistent point of view, focus, or organizational structure.</p>	<p>Addresses all of the writing tasks.</p> <p>Demonstrates a great understanding of purpose, medium, or audience.</p> <p>Contains a clear point of view, focus, or organizational structure.</p>
Content	<p>An explanation has not been provided and there is no supporting evidence/ reasons for the choices made of medium(s) or targeted audience. Ideas and content are not developed or connected.</p>	<p>Explanation and reasons are limited in nature and do not support choices of medium(s) or targeted audience. Ideas and content are developed with limited or partially successful example and details.</p>	<p>Explanations and reasonings for choices of medium(s) and targeted audience are evident. Ideas and content are well developed with relevant ideas and content.</p>	<p>Explanations and reasonings for choices of medium(s) and targeted audience are clear and make sense. Ideas are thoroughly developed with relevant details and examples where appropriate.</p>
Knowledge & Understanding/ Comprehension	<p>Little to no awareness of material and does not convince or persuade using the prescribed format.</p>	<p>Some awareness of material and has difficulty convincing and persuading using the prescribed format.</p>	<p>Good awareness of material that sometimes convinces and persuades using the prescribed format.</p>	<p>In-depth awareness of material that convinces and persuades using the prescribed format.</p>
Mechanics	<p>Contains more than 5 errors in the conventions (grammar, punctuation, capitalization, and spelling). The errors interfere with understanding of content.</p>	<p>Contains 3-4 errors in the conventions (grammar, punctuation, capitalization, and spelling). The errors may interfere with understanding of the content.</p>	<p>Contains 1-2 errors in the conventions (grammar, punctuation, capitalization, and spelling). The errors do not interfere with understanding of the content.</p>	<p>Contains no errors in the conventions (grammar, punctuation, capitalization, and spelling). The errors do not interfere with understanding of the content.</p>

Comments: _____
