

McCormick Foundation Civics Program

News Literacy Overview

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Core Indicators of Civic Engagement

A. Civic indicators

1. Community problem solving
2. Regular volunteering for nonelectoral organization
3. Active membership in a group or association
4. Participation in a fundraising run/ walk/ ride
5. Other fundraising for charity

B. Political indicators

1. Regular voting
2. Persuading others
3. Displaying buttons, signs, stickers
4. Campaign contributions
5. Volunteering for candidate or political orgs

C. Indicators of public voice

1. Contacting officials
2. Contacting the print media
3. Contacting the broadcast media
4. Protesting
5. Email petitions
6. Written petitions
7. Boycotting
8. Buycotting
9. Canvassing

D. Indicators of cognitive engagement

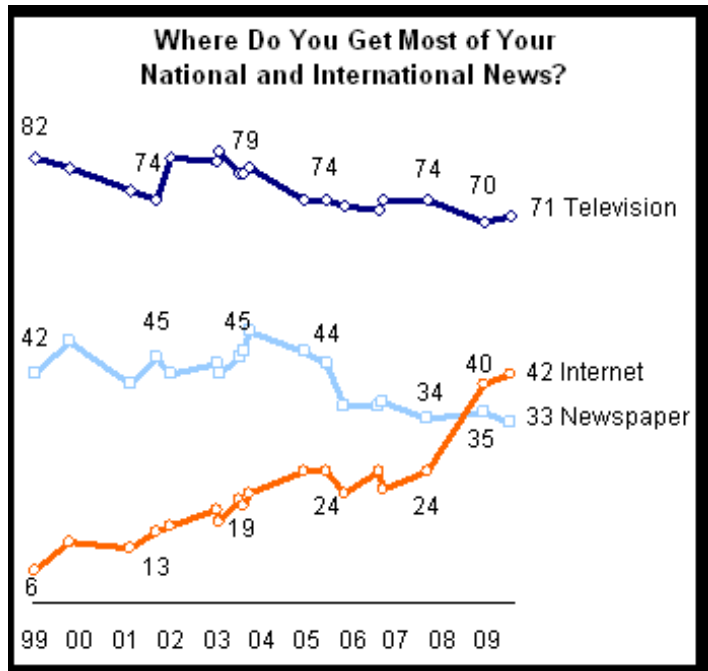
1. Following govt and public affairs
2. Talking with family and friends about politics
3. Political knowledge
4. Attention to the news media



Millennials Tuned Out

“Press Accuracy Rating Hits Two Decade Low”

-Report published by the Pew Center for the People and the Press
(Sept 13, 2009)



Newspapers a Major Local News Source – Even for Young People

Main source for...	Total	18-29	30-49	50-64	65+
Nat'l & int'l news	%	%	%	%	%
Television	71	70	62	77	81
Internet	42	64	54	29	10
Newspapers	33	21	26	37	55
Radio	21	18	28	19	15
Local news					
Television	64	67	60	63	69
Internet	17	21	24	12	4
Newspapers	41	39	33	45	53
Radio	18	22	21	14	13
N	1506	183	420	478	399

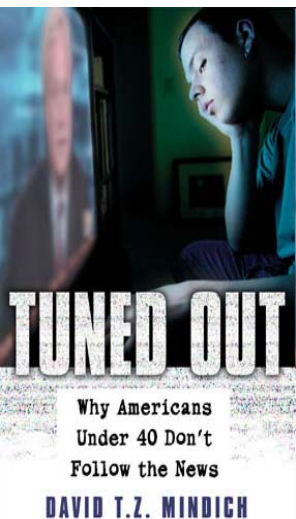
Figures read down. Q6 & Q.A.

Figures add to more than 100% due to multiple responses.

Millennials Tuned Out (continued)

“Young People and the News”

- Report prepared by Thomas Paterson of the Shorenstein Center on the Press (July 2007)
- **Newspapers?** Only 9% of teenagers read a newspaper daily, 46% hardly ever/not at all
- **National television news?** 31% of teenagers watch national TV news daily, 22% several times a week, and 23% once a week. Similar numbers for local news.
- **Radio?** 25% listen to radio news daily, 13% several times a week, and 18% once a week.
- **The Internet?** 20% use the internet as a news source daily, 23% several times a week, and 15% once weekly. A full 32% do not use the internet as a news source.
- Young people watch non-news related programming and read magazines and books in similar numbers with older adults (Source: Pew Research Center Biennial News Consumption Survey, 2004)



The Dumbest Generation?

Written by Mark Bauerlein (2008), selected excerpts:

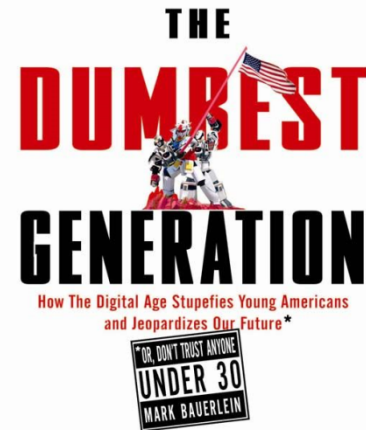
-Opportunity: “All the ingredients for making and informed and intelligent citizen are in place. But it hasn’t happened.”

-Outcome: “Most young Americans possess little of the knowledge that makes for an informed citizen, and too few of them master the skills needed to negotiate an information-heavy, communication-based society and economy.”

-Paradox of the Dumbest Generation

-The Problem: “Uninterested in reading and unworried about the consequences, kids reject books as they do vegetables, and the exhortations of their teachers fall flat. A quick glance at their newspaper once a day would augment their courses in government...But those complements don’t happen.”

-The Consequences: “Democracy requires an informed electorate, and knowledge deficits equal civic decay. Individual freedom means the freedom not to vote, not to read the newspaper, not to contemplate the facts of U.S. history, not to frequent the public square—in a word, to opt out of civic life.”



Is Voting for Young People?

Central argument: "...Over the last three decades, politics and voting have indeed become more and more the province of the elderly, which will be shown to be the case not only in the United States, but throughout the world's advanced industrialized democracies. There is in fact a rift between politicians and young adults, although not one of mutual contempt but rather of mutual neglect."

1. "The younger someone is, the less likely he or she is reading a newspaper."
2. TV news audience heavily skewed toward the elderly; young people switch to other programs when political events are televised
3. "Young adults today can hardly challenge the political establishment if they don't have a basic grasp of what is going on in the political world."
4. Lowered voting age contributed to decline in turnout rates among young people—global phenomenon



The Internet Generation: Engaged Citizens or Political Dropouts?

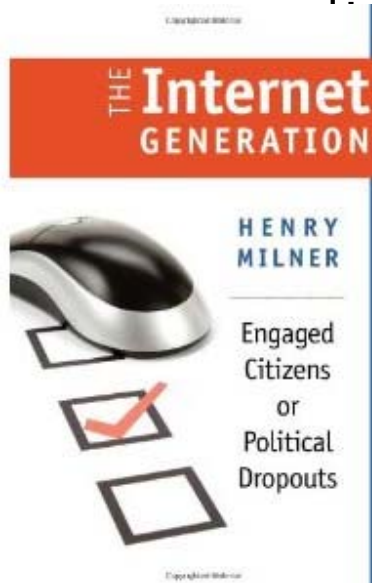
Political dropouts: "...young citizens so inattentive to the political world around them that they lack the minimal knowledge needed to distinguish and thus choose among parties or candidates."

1. Previous generations voted on the basis of civic duty; nowadays, political knowledge is the driving force
- ..The digital divide is increasingly based on skills."

olutions:

..Schools systems of the countries high in civic literacy were better at encouraging a larger proportion of students to read newspapers and books, use libraries and maps, write letters, etc, habits they retained into adulthood."

A key dimension lies in integrating the course content with the communications networks that link members of the Internet generation, so as to break down the barriers between the political world and the world of the young adult."



McCormick Foundation Civics Program

What Makes Students News Literate?

Tim McNulty
Journalism Professor
Northwestern University



McCormick Foundation Civics Program

News Literacy Lesson Plan and Online Resources

Jamie Loo
Online Resources Producer
McCormick Foundation Civics Program



Why is news literacy important?

News literacy prepares students to become well informed so they can become active and involved citizens. Effective news literacy programs help students develop skills in a variety of areas such as:

- Public speaking and listening
- Persuasive writing
- Critical thinking and reasoning through evaluating different sources of information
- Learning current events, defining civic problems of importance and thinking critically about solutions

A 2008 study by the Newspaper Association of America found that students who directly participate in high school journalism and yearbook classes have higher overall grade point averages and ACT test scores compared to their peers.

Intro. to News Literacy exercise

We've developed a short lesson plan that introduces the concepts of news literacy, ideas to broaden the use of news in the classroom, and additional resources.

In it students will learn to identify the basic components of a story and analyze its content. This exercise asks students to:

- Summarize the content of the article
- Relate it to course content
- List **three facts** presented by the article
- Identify** and evaluate the **sources** in the article
- Identify information that is needed or unclear

Intro. to News Literacy exercise

Break into pairs and complete the worksheet. Refer to the Student Worksheet Supplement in the lesson plan if you need help with definitions.

When you and your partner are done with the worksheet look at the Extensions sheet and brainstorm the following questions:

What extensions can I use in the classroom with this article or particular topic? Explain how you would use it.

What other extensions are not listed that you think would work well with this article or topic?



What did you find?



Additional resources

The last page of the lesson plan includes additional resources for teaching news in the classroom and news literacy.

Here are a few highlights.

The New York Times

Monday, November 1, 2010

Education

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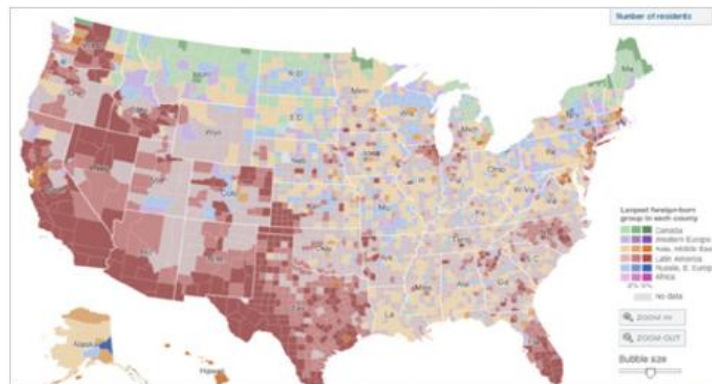
The Learning Network

Teaching & Learning With The New York Times

April 27, 2010, 1:51 PM

Learning About U.S. Immigration With The New York Times

By SARAH KAVANAGH AND KATHERINE SCHULTEN



Matthew Bloch and Robert Gebeloff/The New York Times

The Times's [interactive Immigration Explorer Map](#) allows you to select a foreign-born group and trace how they settled across the United States.

In this post, we present [five quick ways to teach about current issues in immigration](#) as well as a list of nearly [40 immigration-related lesson plans](#), [useful Topics pages](#) and [multimedia from The Times](#) and [rich resources from around the Web](#).

Teachers: [Tell us how you teach immigration](#).

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This Week on The Learning Network

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Election 2010

Lessons,
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- Resources »
- Voting Student Opinion Q »

Midterm
ElectionsRESOURCES
Teaching Topics

Links to
resources on
topics from
"The Great
Gatsby" to
bullying to teaching with
infographics.

- Teaching Topics Index »



Lesson Plan

Lesson plans

Student Opinion

We invite

Teachers: [Tell us how you teach immigration.](#)

1. Arizona's new law: Read (or [listen](#) to news) about Arizona's [controversial new immigration law](#). Investigate different perspectives on the new law [here](#), [here](#) and [here](#). You might also examine [President Obama's](#) and [Senator McCain's](#) opinions of the law.

Finally, [tell us what you think](#) about Arizona's new legislation.

2. Immigration's impact on public schools: Use these interactive graphics to examine the impact of immigration on [diversity in America's classrooms](#) and study the growth in the number of [English-language learners in American public schools](#).

Inspect the statistics in your own school district and consider [different perspectives](#) about how young immigrants should be taught in public schools. Read an [article](#) and watch a [video](#) about the case of a Virginia school that teaches English-language learners in separate classrooms from native English speaking students.

To explore the topic further, teachers can use [this lesson](#) with secondary students or [this lesson](#) for elementary students.

3. Who are today's immigrants? Listen to the [personal stories](#) of immigrants in the United States who work white collar jobs and read about how immigrants today are [evenly distributed across the economic spectrum](#). Analyze a [chart](#) that illustrates the relationship between immigration and economic growth and another that shows which cities have the [highest percentage of immigrants working in white collar jobs](#). Compare what you have learned about immigrants in the United States today to stereotypes about immigrants to the United States.

Teachers may want to wrap up this examination of the lives of immigrants in the United States today using [this lesson](#), which has students interview an immigrant in their community.

4. Immigration past and present: Surf the Times's [Immigration Explorer](#), read about [who's coming to America today](#), and examine charts and graphs that [illustrate contemporary immigration statistics](#).

Record what you find using the [Coming to America handout](#) (PDF). Teachers can have students explore these resources further using the ["Coming to America" lesson plan](#). They might also do activities in this [lesson plan about the American Dream](#), or in [this lesson](#) in which students write letters from imaginary immigrants to relatives in their countries of origin.

5. Immigration and your community: Explore the Times series

Lesson Plan

Lesson plans across the curriculum based on Times content.



• See all Lesson Plans »

Student Opinion

We invite students 13 and older to comment on issues in the news.



• See all Student Opinions »

[Daily News Quiz »](#)

[6 Q's About the News »](#)

[Word of the Day »](#)

[On This Day in History »](#)

[Student Crossword »](#)

[Today's Front Page »](#)

[Times Fill-In »](#)

[Ideas for Any Day's Times »](#)

[Ideas From Our Readers »](#)

[Poetry Pairings »](#)

[Teaching Topics Index »](#)

[Test Yourself Questions »](#)

[How To Use This Blog »](#)

About The Learning Network

The Learning Network provides teaching and learning materials and ideas based on New York Times content.

Teachers can use or adapt our lessons across subject areas and levels. Students can respond to our Opinion questions, take our News Quizzes, learn the Word of the Day, try our Test Yourself questions, complete a Fill-In or read our Poetry Pairings.

Join the conversation by commenting on any post. We'd love to hear what you think!

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Comments of the Moment

"Whoever wins the elections will obviously affect my life, so I should be able to have a say in important issues. I absolutely hate it when we have people complain about the people in office and they did not vote, but they are of age. Voting is important and I emphasize it strongly."

— Haley R
Would You Vote This Year If You Could?

"Yes, if I could vote I would because of many reasons for example the jobs losses. One vote can make a difference. It determines who will

[America](#)” lesson plan. They might also do activities in this [lesson plan about the American Dream](#), or in [this lesson](#) in which students write letters from imaginary immigrants to relatives in their countries of origin.

5. Immigration and your community: Explore the Times series [Remade in America](#), which examines immigration through seven different lenses: [schools](#), [workplaces](#), [hospitals](#), [politics](#), [businesses](#), [social services](#) and [the family](#).

Pick one of the lenses as a focus and examine the multimedia feature that accompany the article. Then use the Times’ [Immigration Explorer](#) to find immigration data about your own community and add information about your own community to your findings. Or, split students into seven groups to investigate immigration from all seven lenses.

Lessons on The Immigrant Experience

- [Express Yourself](#)
Crafting Social Location Maps and Identity Monologues
- [Coming to America](#)
Examining Past and Present American Immigration Trends
- [Assimilate or Segregate?](#)
Exploring the Debate Over Education and Integration for ESOL Students
- [Family Matters](#)
Discussing What Diversity Within America’s First Family Means for America
- [It’s Your Move](#)
Exploring Culture and Immigration
- [Huddled Masses Still Yearning to Breathe Free](#)
Examining the Modern ‘Immigrant Experience’
- [Living the Dream?](#)
Expressing an Immigrant’s Story Through Art
- [Cultural Capital](#)
Examining How Immigrant Groups Adjust to American Society
- [Deportation in Narration](#)
Describing the Process of Deportation from Multiple Points of View
- [The Home Stretch](#)
Teaching Cross-Cultural Awareness for International Newcomers to Your Community
- [News From Home](#)
Interviewing Immigrants on Current Events in Their Countries of Origin
- [Connecting Immigrants in Black and White](#)
Exploring the Role of Ethnic Newspapers in Keeping Immigrant Populations Connected to Their Home Countries and Each Other

Would You Vote This Year If You Could?

“ Yes, if I could vote I would because of many reasons for example the jobs losses. One vote can make a difference. It determines who will lead our country and I want it to be a healthy choice. America needs a leader who can make right decisions. I can make a difference and I will make a difference if I can.”

– PADER
Would You Vote This Year If You Could?

“ Yes I would vote because it is the right thing to do. I think it is important to represent your country and vote. ”

– Brittany
Would You Vote This Year If You Could?

“ We in the United States take the right to vote and change our government too lightly, when there are people just dying to give their voices and opinions. ”

– Rachael
Would You Vote This Year If You Could?

“ If I was old enough to vote I would because it is my duty as an American to put my input into the country. I would most likely vote for the republicans in my areas, mainly because I have not liked any of the decisions made by our current president. ”

– Thomas B
Would You Vote This Year If You Could?

“ If I could vote this year, I definitely would. I turn 18 right before the next presidential election, and I am excited to be able to participate in it. ”

– Rebecca M.
Would You Vote This Year If You Could?

“ ...everyone who calls themselves citizens needs to vote to make the country right. ”

– tyler
Would You Vote This Year If You Could?

“ Funny enough, I am one day too [young] to vote this year, my birthday is November 3rd (I will be 18), and of course Election Day is on November 2nd. Even if I wasn’t too young to vote, I don’t think I would.. I haven’t done any research on the candidates and i don’t really know who is who. Before I vote I would want to know all about to people. I wouldn’t want to just



November 1, 2010

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Student Voice

Posted: June 1, 2010

U.S.

Arizona Teens React to New Immigration Law

The state of Arizona recently passed a controversial new immigration law that requires law enforcement officers to stop anyone they suspect of being in the country illegally. Advocates of the law say it will help stem the flood of illegal immigrants entering Arizona, while those opposed to the law say it is discriminatory and encourages racial profiling.

NewsHour Extra student reporter Lynda Lopez, age 18, asked six Arizona teens to share their views on the new law and what it means for their state, their country and their families.

Benjamin, age 18

For a police officer to determine if someone is here illegally forces them to rely on judgments of appearance. No judgments based on skin color or appearance should happen, but in Arizona, they are now a state-sponsored act. Some people claim that crime will be reduced with the Arizona law. In reality, crime is disproportionately high in Arizona, but the cause of this is

uncertain. Perhaps it is the fact that it is 110 degrees here in the summer or maybe it's the number of illegal immigrants, no one can be certain. This law will not deter people from entering the country and it sparks anger among our actual citizens. Our governor is not well informed and this is not the first upsetting law she has signed.

Joseph, age 18

(Arizona Gov.) Jan Brewer was completely justified because this law forces law enforcers to enforce laws that are here to protect American citizens. It is a bit pathetic that such a law was necessary. Many people also overlook the fact that for the police to demand a person's papers, they must have committed a prior offense (such

as running a red light). No one is simply going to be stopped off the side of the road because they have darker skin. The idea that this law implements racial profiling is preposterous, to say the least. It will help Arizona because the crisis of illegal immigration will be slowed but not halted. This is not a total remedy, it is more like pain medication. More needs to be done to help solve this serious problem. If illegal immigration slows down because of this bill, my taxes will decrease, along with other Arizona taxpayers, because we will not be paying for illegal immigrants' education or emergency healthcare.

Speak Out

Publish your student editorial, personal stories and poems on Extra and reach a global audience!

NewsHour Extra is looking for smart, insightful, creative teens like you to share your opinions on current events and how the news has affected your life.

Even if you haven't written before, but have a great idea for a story, let us know! We can work with you to publish it on our site.

→ [Tips and Story Ideas](#)**Submit Student Voice or leave a comment**

Your name

Your city & state

Your e-mail address

Your story idea, essay or poem

Marisa, age 18



I think the law should be repealed so Arizona will be brought into a better light again, because I have seen nothing good come out of this bill. I do not have an answer for the immigration issue. I know that on a practical level, illegal immigrants should not be allowed to stay. But on an emotional, human level, I don't want to kick anyone out who's made a family and settled down here, making familial ties and living a life. Some of the most patriotic people I've met have been illegal immigrants because they truly believe in the American dream. This creates a huge debate within me that I haven't solved yet. I do know that something needs to be done before this bill causes new racist bills to escalate or before Arizona takes more issues into its own hands.

Jeremiah, age 18



Because I know a lot of illegal immigrants, my heart went out to them and I was scared I might lose one of them. My family is all Hispanic and most of them disapproved of the moral issues of this. The law is also affecting me personally. My stepdad is an illegal immigrant. Without him, we would be living on food stamps and other small benefits. He has helped our family for over four years now and has been an amazing father. Recently, he cannot work as much because of the police enforcement violation. Although there is some justice in the law, does an entire family need to suffer for the injustice of another? My stepdad is learning English right now and we are looking for a good attorney to help us fight to make him a citizen. He plans to stop working for our sake and wait until he becomes a citizen but until then, why must he go into hiding?

Olivia, age 17



As a half Mexican, half Caucasian citizen of Arizona, I, as well as my family, will definitely be affected by this invasive law. Since I do not currently hold a driver's license, this law proves particularly challenging for me. It is neither safe nor practical for me to carry my passport around everywhere, so I could possibly get arrested on suspicion of being an illegal immigrant without identification. As a U.S. citizen and as a human being, I should never have to feel this way in my and my family's natural home country. All law-abiding citizens of this country should be able to live here peacefully without being disrupted simply because of their skin colors. This principle is one of the primary missions of America. Without it, Arizona is not only unjust, but also un-American.

Andi, age 18



When the bill was enacted in April, at a time when Arizona education was suffering from major budget cuts, I was a bit upset about where the funds that would be necessary to enforce the law would be coming from. However, after looking into the bill, I came to the realization that in the long term the law would be

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Student Voice



Wisconsin Students Back Candidates in Tight Races

“I know that when I head to the polls, I'll be voting to take Wisconsin in a fundamentally different direction.”

Neil, age 20, Madison, Wis.

Send us your essay, personal story or poem

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Daily Video Clip



1 2 3 4 5
Scientists Ponder When Robots Should Replace Human



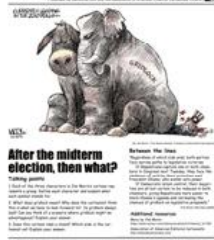
Providing content and web services
for Newspaper in Education programs

Teachers: For more classroom resources make sure you contact your LOCAL NEWSPAPER

Sample the NIEonline.com
content modules below

Cartoons for the Classroom

Cartoons for the Classroom



This week's topic:

After the midterm elections, then what?

- Download the lesson
- Archive of past lessons
- Teacher comments



► Bombs found on planes were sent from Yemen

Answer FIVE Geography questions each
week based on major news events.

- Archive of Geography quizzes

Front Page Talking points

► Election outcomes this
week will shape national, state
and local policies

Front Page Talking points

FOR THE WEEK OF NOV. 01, 2010

Election outcomes this week will shape national, state and local policies

President Obama campaigned in four states this past weekend, though he's not on any ballot Tuesday -- not directly, that is. He spoke alongside Democratic congressional candidates in Connecticut, Pennsylvania, Illinois and Ohio, trying to prevent big gains in House and Senate seats by Republicans. Voters worried about unemployment, slow economic growth, health reform and federal help for banks and Wall Street brokers are expected to take their frustrations out on Democratic lawmakers on Election Day.

This week's vote is called a midterm election because it comes halfway into the historic four-year term Obama won in 2008 as our first African American president. It's an example of a constitutional check and balance on the power of the White House. So the results will show, at least in part, how voters feel the president and fellow Democrats on Capitol Hill are doing. The political climate is shaped by a national unemployment rate at or above 9.5 percent for the last 14 months, criticism of the White House's domestic agenda and an anti-Washington sentiment reflected in the Tea Party movement, which emerged last year as a local political force. Republican candidates embracing Tea Party principles think government spending, taxation and the deficit are too high. They want a smaller, less powerful government and more power to individuals.

With all 435 House seats and 37 of the 100 Senate seats being filled, it's possible for Republicans to regain a majority in the House and maybe even in the Senate, as discussed in the video below. That could block Obama from winning passage of policy initiatives during the last two years of his term.

Voters also will elect 37 governors Tuesday, state legislators in 46 states and will

Related Video Report

Click for video



Get Out Your Newspaper Action points

1 Look for quotes from young voters (or older ones) about candidates, political ads or any election topic.

2 Besides making decisions with national impact, some voters also will fill school board seats, elect council members and consider ballot proposals. Find coverage of a purely local election and talk about how it affects your area.

3 Opinion surveys and Election Day "exit polls" are part of political reports. List advantages and drawbacks of these articles.

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See how your curriculum measures up.



First Amendment Resources

First Amendment learning materials for students and teachers.



Channel One Connection

Commercial-free educational programming to its member schools—at no cost.

Halloween!

Find out what's lurking in the history of this holiday.

Medal of Honor

Stories about people like Mike Ehredt giving back in support of our armed forces.

X the TXT

The Allstate Foundation and Channel One News are encouraging teens to ?X the TXT? by hosting pledge events and rallying their friends, families and communities to pledge NOT TO TEXT AND DRIVE! Find out more here.

INTERACT



Joining and Using Channel One

Check here for help using Channel One—and to learn how to get it in your school.



Help Videos

- Channel One Head End: How it Works
- Connecting a Channel One Head End Unit



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CHANNEL ONE REPORTS



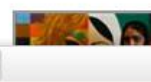
The Haves and Have-Not's

Our series on the richest and poorest nations and people in the world.



Mexican Drug Cartels

Watch our investigative series, plus check out extras including a quiz and interactive map.



Passport: Afghanistan

Get the history of the conflict there.

TAMPAX presents

THE Girls' GUIDE

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GET THE GIRLS' GUIDE



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Updated: August 12, 2010

Migration is the movement of people to new places -- it has occurred for hundreds of years as people move across the globe from their native land to other countries. Immigration, which is the movement of foreigners into a new country, like the U.S., is very common. However, when people immigrate illegally, it's often controversial.

In 2007, the U.S. reached its highest amount of legal and illegal immigrants ever -- 37.9 million people, according to the Center for Immigration Studies.

Ever wonder what it's like to immigrate to the United States from another country? We asked teens about their experiences, you can read their stories below.



Quiz: Immigration

Get the facts on U.S. immigration and the DREAM Act.



Photo Gallery: Crossing the Border

Images from both sides of the Mexico and U.S. Borders.



Video: Enrollment in Ariz.

Why some students might not be back in class this fall.



ARCHIVES

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IN THE NEWS



What's Your Foreign Name?

Get translations of America's most popular names now. Chris is Christobal and Jennifer's Genevieve, but who are you?



Foreign Phrase Decoder

You use these every day, but do you know what they mean? Find out with this quiz



Passport: Canada

Find out more about our neighbors to the North.



Passport: Mexico

Take a trip south of the border!



Understanding Cuba

Take a look inside the communist stronghold of Cuba



The Patriot Act

Behind a controversial counter-terrorism law



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Photo Gallery: Crossing the Border

Images from both sides of the Mexico and U.S. Borders.



Video: Enrollment in Ariz.

Why some students might not be back in class this fall.



Video: The DREAM Act

Jessica Kumari investigates the controversial immigration bill.



Video: All About Immigration

The latest news on immigration policies and issues in the U.S.



Coming to America

We didn't want to go back to Ecuador. The government and economy over there was a living hell." By Diana Freile, 17, from Waterford Mott High School in Waterford, Mich.



Coming to America

"Going to prom helped me change the way I think about myself." By Deep Shah, 17, from Richard Gahr High School in Cerritos, Calif.



Coming to America

"Mexicans are just looking for a better life." By Rafael Padron, 15, from Goose Creek High School in Goose Creek, S.C.



North.



Passport: Mexico

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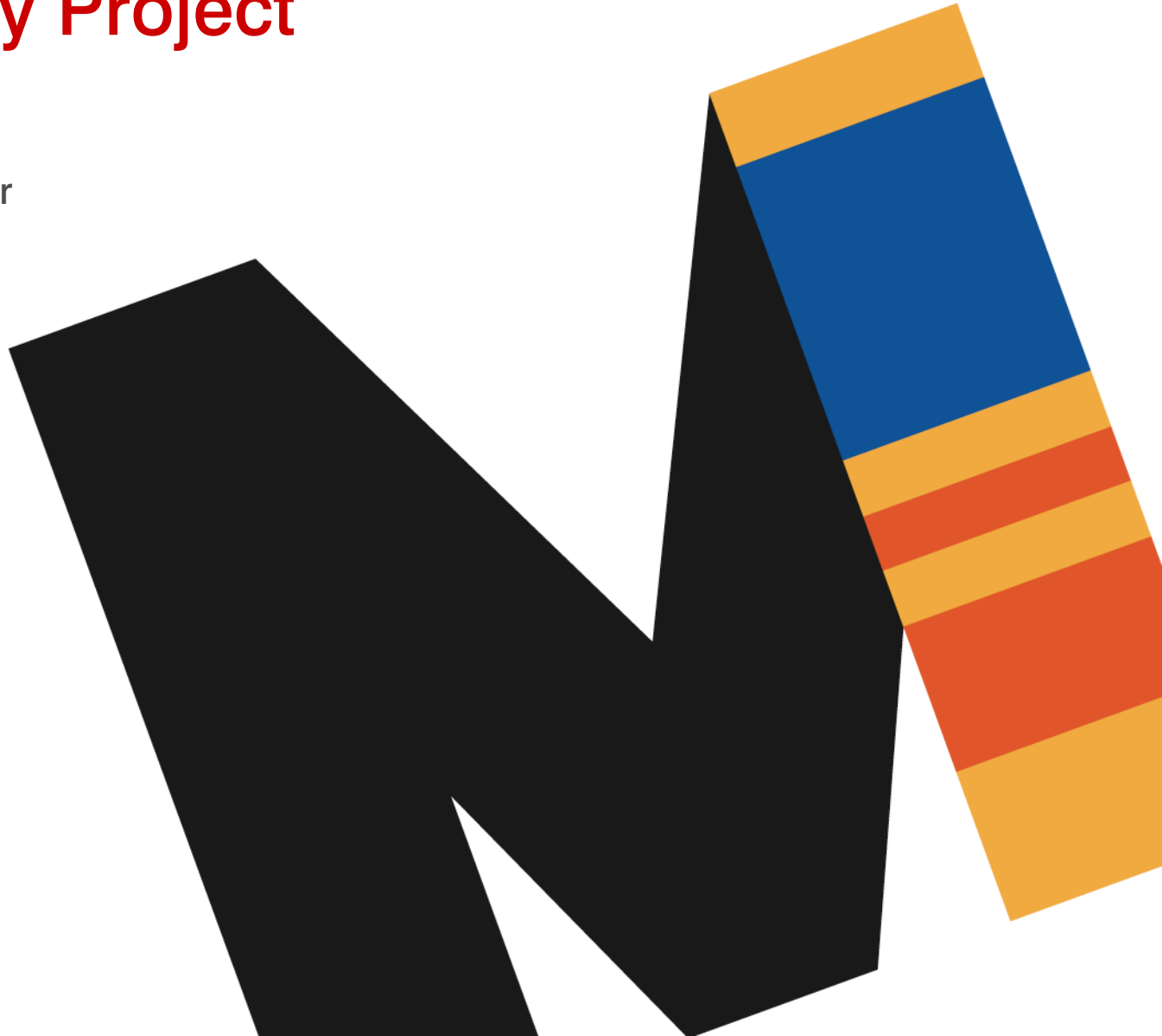
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McCormick Foundation Civics Program

News Literacy Project

Peter Adams
Chicago Program Manager
News Literacy Project



What Is News Literacy?

News literacy defined: “The ability to determine the credibility of news reports and other information, whether delivered through print, television, radio or the Internet.” (News Literacy Project)

Goals of News Literacy:

1. To “teach students the critical thinking skills they need to be smarter and more frequent consumers and creators of credible information across all media and platforms” (NLP)
2. To enable students to distinguish between verified information and raw messages, opinion, spin, and gossip.
3. To encourage students to seek information that will make them well-informed citizens and voters.
4. To expose students to positive role models in the field of journalism and the process by which news is reported, edited, and produced.



Center for News Literacy



What Is News Literacy?

Why does news matter?

1. What issues have an impact on students?
2. What are the core elements of quality journalism?
3. Why should students view quality journalism as a benchmark against which to measure other sources of information?
4. Why have so many people turned away from mainstream media?
5. Who are the “gatekeepers?”
6. Does ownership of media companies affect what is reported and how it is reported?



What Is News Literacy? (Continued)

How can students know what to believe?

1. How does one define news, opinion, advertising, publicity, entertainment, propaganda, and raw information?
2. What is the difference between assertion and verification?
3. What is a source?
4. What is bias?
5. What is documentation?
6. What is fairness?
7. Why does context matter?
8. Why do mistakes appear in news accounts? How do journalists learn from them?
9. What standards or limitations exist for putting information on the Internet?
10. How does one determine who created a piece of information? Why is it important?



What Is News Literacy? (Continued)

What challenges do the Internet and the Digital Age create?

1. What standards exist for putting information on the Internet?
2. What are the strengths and weaknesses of...
 - A. Wikipedia
 - B. Google?
 - C. YouTube?
3. Why is it important to determine who created a piece of information?
4. How does one go about doing this?
5. Why have social networking sites grown as sources of information for young people?
6. How will learning the navigation of the Internet deter deception?
7. How can emailing, texting, and blogging impact oneself and others?



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