

## Lesson Suggestion 3: Investigative Journalism

Course(s)	<ul style="list-style-type: none"><li>This activity could be adapted for English, Media, and Communications courses listed (see Appendix A for related courses and policy document expectations)</li></ul>
Resources required	<ul style="list-style-type: none"><li>BLM 4: Investigative Journalism Rubric</li><li>Video of <i>The Corporation</i> queued to the “Fox News” section</li><li>A recent tape of a local news “investigative journalism” report on a topic of interest to the class or community</li><li>Access to a computer lab with Internet access, and a copy of the “Electronic Resources” provided in this package.</li><li>If possible, allow teams of students to use video equipment to record their own investigative reports.</li></ul>
Timeframe	<ul style="list-style-type: none"><li>In addition to viewing the documentary, allow 2 to 6 75-minute periods. Time will vary depending on the size of the class, and the amount of time provided for students to conduct research.</li></ul>
Background and/or prior learning	Students should be familiar with the terms/concepts 'investigative journalism', 'bias' and 'omission'.
Suggested learning strategies	<ul style="list-style-type: none"><li>Have students view a recent tape of a local news “investigative journalism” report on a topic of interest to the class or community. Generate a discussion about how the topic was covered. Encourage the class to identify perspectives or information that might be missing (omissions), and bias. Generate hypotheses as to why this might be missing. Discuss the concept of “filters” in news reporting.</li><li>Provide students with an overview of the activity prior to viewing <i>The Corporation</i> so that they can take appropriate notes. Consider providing a template to assist them in recording relevant information.</li><li>View only the section of <i>The Corporation</i> on the Fox News issue. Ask students to identify issues that caused dispute between different people. Generate a class list of possible topics that might be suitable for a debate based on issues identified.</li><li>Discuss what happened to the reporters. Have students compare what happened in the documentary to their hypotheses about the first video they viewed. Encourage them to think about how they can trust what they see and hear.</li><li>Form teams of four or five students to prepare their own investigative journalism reports. Distribute assessment criteria (e.g., see BLM 4 for details) to class and ensure they understand the process and expectations. Either assign topics to groups, or allow them to select their own topics for investigation. Ensure that students research a variety of perspectives on their issue. The “Electronic Resources” provided in this package provides a starting place for some issues. Encourage students to use BLM 3: Argument Analysis Sheet when looking at positions, as well as to help them form their own sound arguments.</li><li>If equipment is available, have students prepare video reports to supplement class presentations and written work.</li><li>Allow time for students to make presentations, and to discuss/debrief after each.</li></ul>
Assessment/evaluation	<p>Formative</p> <ul style="list-style-type: none"><li>Observation of student interaction and participation in the process</li><li>Consider creating a peer-assessment instrument so that students can provide constructive feedback to one another</li></ul> <p>Summative</p> <ul style="list-style-type: none"><li>Use of BLM 4: Investigative Journalism Rubric</li></ul>