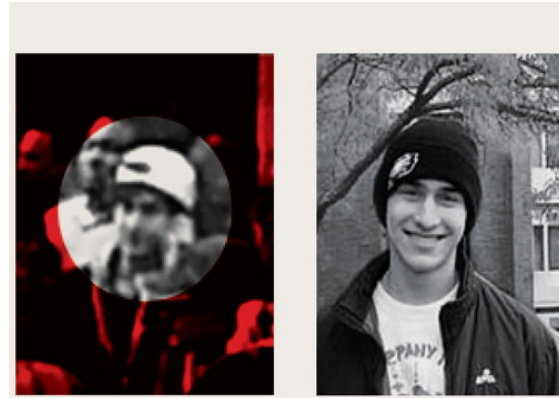


Crowd-Sourcing and the News- How Photos Impact News Gathering

Introduction and Motivation: Students will be prepared to read the article: “Should Reddit be Blamed for the Spreading of a Smear?” by Jay Caspian Kang, New York Times, July 25, 2013. We begin with a discussion of photographs. How do photos of people in various situations create many eyewitnesses to an event. How can we trust what we see. What effects do photographs have in the spread of news in new media – twitter, Facebook, Reddit, blogs and comment sections in online papers.



F.B.I. via Getty Images; Tripathi Family

SMART¹ Objective:

At the end of the lesson, students will be able to understand the impact of photo/images and how photos and images influence what is considered news. If we all become eyewitnesses then we are all responsible for oversight the accuracy and fairness of what gets published in new media.

Chicago Public Schools-Reading Standards for Literacy in History/Social Studies (used by CTE):

- L9-10RH1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- L9-10RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- L9-10RH3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them

News Literacy concepts or skills to be incorporated

Lesson9: Evaluating Sources

- Consumers sometimes have to critically evaluate sources to examine their validity.
- Use the IMVA/IN (Independent, Multiple, Verified, Authoritative/Informed, Named) mnemonic to verify sources.

Lesson 13: The Future of News Online

- With the advent of the internet, there has arisen problems for the news consumer, namely Information Overload, an Emphasis on Speed over Accuracy, the News Neighborhoods lines get blurred further, and the Gatekeepers (editors, curators) lose ability to control the speed and accuracy of information that is released.
- Ranking on search engines does not necessarily indicate the reliability of a web site or piece of information found online.
- The roles of the news consumer in the 21st century include becoming a Publisher/Producer, and Watchdog (of public officials and the press).

Values/Life Skills:

Using the Adobe Youth Voices motto, students must “Create with a Purpose.” Students will learn how to evaluate what they see and read in the context of how it is presented. They will consider who is giving them this information. They will learn to be critical of what they see as well as what they read.

Suggested Vocabulary:

1. Authority
2. Context
3. Credibility
4. Ethics
5. Evidence
6. Gatekeeper
7. Identity
8. Independent
9. Informed
10. Media
11. Moderator
12. Primary Sources
13. Producer
14. Publisher
15. Reliability
16. Sources
17. Support
18. Transparency
19. Verify

Strategy for the lesson:

Students read 3 articles and view photos about this tragic case of mistaken identity. Students answer question on a work sheet to use as a guide in completing their projects. After viewing the powerpoint, the class will discuss how this case of mistaken identity could occur.

After filling out a study guide covering the points of the articles, students will choose one of the following projects (a total of 7 school days from start to finish. YOU MUST USE A STORYBOARD FOR EACH.

PRINT (Illustrator or Photoshop):

- **Create a timeline of the events poster** from the bombing to the capture- but include points from the timeline in the NY Times article.
- **Create a Public Service poster AND Facebook page** about one of the following: Racism, Prejudice against Teens, Suicide Prevention, or Bullying. Include the ideas used by the Tripathi family who create images showing how much they loved their missing brother and want him to come home.



- **Create a PSA Video in editorial form** addressing the issue of racism or religious bigotry. You can form a group of up to 3 people for this assignment. Make sure you have visuals in addition to speaking roles. You can give speech or make a dramatization.
- **Create a stop motion or video illustration showing victims of racism or religious bigotry.**
- **Create a suicide prevention animation.**
- **Create an anti bullying video.**

Pivotal Questions:

- What is my responsibility when disseminating information- as a news consumer, news gatherer and reporter (include twitter, facebook, blogs, etc. in answering this question.) What responsibility did Reddit moderators have in the the Boston Bombing case to prevent the victimization of Sunil Tripathi and his Family by the news media- whether traditional and new media.
- How does race or ethnicity drive justice in the United States? Why did so many decide that Sunil and and Dzokar Tzarnayev look alike. Do they look like the same person to you?

Lesson Summary:

- Place yourself in this situation- what would you do if you were mistaken, what would your family do?
- How can you take responsibility in your own way to limit damage from innuendo and false guessing when giving "news" to others.
- What can you do to contribute to veracity or honesty in new media through video or print.
- HOW can you help those who are victimized or prevent teens from becoming victims through video or print?

Lesson extensions and connections:

The lesson is a bridge toward a school-wide campaign to promote citizenship and pride in self and school. Posters, videos and other illustrations will become part of a film festival.

Attachments, materials and sources:

- **Should Reddit Be Blamed for the Spreading of a Smear?**

http://www.nytimes.com/2013/07/28/magazine/should-reddit-be-blamed-for-the-spreading-of-a-smear.html?pagewanted=1&_r=1&ref=magazine&

- **Boston Marathon spectator Salah Barhoum, who was interviewed by authorities following the bombings, swears he 'didn't do it'**

<http://www.nydailynews.com/news/national/hs-track-star-speaks-didn-article-1.1320766>

- **Why Twitter Didn't Believe the "Hacked" AP, But Bought False Facts About Boston Manhunt**

<http://techpresident.com/news/23778/what-ap-hack-and-boston-scanner-traffic-reveal-about-spread-news-twitter#1>