

“TODAY IN WASHINGTON”
The Media and Diplomacy



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TODAY IN WASHINGTON: *The Media and Diplomacy*

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TODAY IN WASHINGTON: *The Media and Diplomacy*

An Introduction

The Video Series

This instructional package is the fourth in a continuing series produced by the United States Department of State, in collaboration with a special committee of social studies educators. The purpose of the series is to help students understand the connection between world events and their own lives and those of others in their communities.

The series builds upon the resources of the U.S. Department of State. The DVD, print, and other resources in this series are intended for use with middle school and high school courses. In producing instructional materials of this nature, the developers recognize that the audiences represent a vast range of interests and backgrounds, as well as local and state curriculum standards and requirements.

We hope that teachers find this package useful and will look forward to future programs. Your comments and suggestions will be helpful in the development of future instructional packages. Please contact us at:

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The Media and Diplomacy

Today in Washington: The Media and Diplomacy is an instructional package that explores the interaction between diplomats and reporters throughout our history, and examines the ways that both have used the media to deliver messages about international affairs.

DVD segments include “Portraits and Pamphlets: Franklin in Paris;” “Cartoons and Caricature: Diplomacy, Politics, and News;” “Remember the Maine! Moving Pictures and the Yellow Press;” “The Truth will Set Them Free: Cold War Diplomacy, and Propaganda;” “Diplomacy Live! Oil, Hostages, and Iran;” and “Dateline Yesterday: News and Diplomacy 24/7.”

This package also includes the DVD script, a chronology, glossary, lessons and extension

activities, website links, and other support materials. Lessons focus on history, civics, geography, economics, and culture, and support the thematic curriculum strands of *Expectations of Excellence: Curriculum Standards for Social Studies of the National Council for the Social Studies*. Lessons and support materials were also designed to promote the literacy emphasis of *No Child Left Behind* by including oral, written, and visual communication activities.

These instructional materials were designed to provide a high degree of flexibility for teachers. The DVD can be viewed in its entirety or in segments. It can be used to stimulate classroom discussion, to introduce a series of lessons on the topic, or to supplement existing classroom lessons. The DVD and print materials may constitute a complete instructional unit, or individual elements may be incorporated into existing units. These instructional materials support U.S. history, civics and government, economics, international relations, and modern world history courses.

Teachers are encouraged to enhance the content of this package with other instructional materials and information sources, such as textbooks, newspapers, television, and the Internet. Suggestions for using additional resources are included with a number of the lessons. Teachers are encouraged to modify suggested lessons and other materials in ways that are appropriate for their students, courses, and other local circumstances.

Print materials in this package are provided in black-on-white format. They can be reproduced easily to enable teachers to customize materials for their own classrooms. Some websites in the list of web resources may have copyright restrictions, and teachers are advised to review and abide by those restrictions. All materials in this package produced by the Department of State may be reproduced and disseminated without specific permission. ✱

Points of Emphasis

The following points should be emphasized relative to the DVD and activities in this instructional packet.

- ☛ The flow of information and news from around the world plays an important role in the social, political, and economic lives of people and nations.
- ☛ Over the last two centuries, technological advances in transportation and communications have spread news, ideas, and opinions across national boundaries more rapidly, giving people around the world better access to information.
- ☛ Governments around the world communicate through the news media to explain national goals to domestic audiences, and to gain international support for their policies.
- ☛ Diplomacy is the chief instrument of foreign policy, and it can take many different forms of interaction between nations.
- ☛ Communications technology and the news media have the ability to influence a nation's allies and adversaries.
- ☛ Through words and pictures, news stories can shape public opinion about international events.
- ☛ Throughout its history, the United States Government has recognized the important role that the news media plays in educating and informing citizens about international events.
- ☛ During the 1700s, newspapers played a key role in informing people throughout the colonies about world events, and in building their identity as American citizens.
- ☛ During wartime, and during some periods of international conflict, the U.S. Government has regulated the flow of information to and from the United States.
- ☛ Messages transmitted through the news media sometimes have been used by governments as substitutes for direct communication or diplomatic contact between nations.
- ☛ During the Cold War, the United States successfully used news and information to break through the "Iron Curtain" to inform citizens in communist-controlled countries about world events.
- ☛ Because of instant communications and satellite news networks, governments must now respond more rapidly to world events.
- ☛ Private individuals and groups, as well as governments, continue to make effective use of the news media and communications technology, including the Internet, to affect international relations in the 21st century. ✨

Interesting Facts

- 📍 Fifty percent [50 %] of the world's population will never make a phone call.
- 📍 If all of human existence was a 24-hour day, the telephone, telegraph, radio, and television would have been invented just 11 seconds before midnight. Computers would have been invented just 2 seconds before midnight.
- 📍 The first Radio Liberty broadcast to the Soviet Union was jammed after just 10 minutes.
- 📍 Newspaper publisher William Randolph Hearst used his yacht to capture Spanish sailors during the Spanish-American War.
- 📍 George Washington never delivered his Farewell Address in person; he released it through newspapers.
- 📍 During the 1830s, reporters used fast horses to carry news between New York and Washington, D.C.
- 📍 The first news correspondent stationed in Washington, D.C. began work in 1808.
- 📍 Philip Freneau, editor of the *National Gazette*, was hired by Thomas Jefferson to be the Department of State's first translator.
- 📍 Benjamin Franklin Bache, who was arrested for seditious libel in 1798, was Benjamin Franklin's grandson.
- 📍 Samuel Clemens (Mark Twain) covered Queen Victoria's Diamond Jubilee for William Randolph Hearst.
- 📍 Novelist William Gibson coined the term "cyberspace" in his 1984 novel, *Neuromancer*.
- 📍 Early computers took up 1,000 square feet of floor space.
- 📍 The first commercially successful minicomputer sold for \$18,000 in 1965.
- 📍 In 1982, *Time* magazine chose the computer as its "Man of the Year."
- 📍 One scientist named a new ant species "proceratium google" after the Google search engine, because it was so useful in his research.
- 📍 The Continental Congress printed 100 copies of the Declaration of Independence and sent them to publishers throughout the colonies.
- 📍 In 1989, CNN provided the only live coverage from Tiananmen Square in China. ✨

Chronology

Media and Diplomacy

- 1796..... Newspapers join the foreign policy debate in support of France or Britain
- 1846..... Telegraph used to transmit dispatches from journalists about the U.S. war with Mexico
- 1866..... U.S. sends the first diplomatic cable by telegraph
- 1898..... Newspapers and motion pictures play a key role in the Spanish-American War
- 1939..... Franklin Delano Roosevelt is the first President to give speech on television
- 1940..... Edward R. Murrow reports by radio on the German bombing of London
- 1941..... Voice of America begins broadcasting
- 1947..... Radio Free Europe begins broadcasting
- 1959..... Video recorder documents Nixon/Khrushchev “kitchen debate” in Moscow
- 1962..... President John F. Kennedy addresses the nation on the U.S. blockade of Cuba
- 1968..... Televised reports on the war in Vietnam cause U.S. policy to be questioned
- 1972..... The world media covers President Richard Nixon’s visit to China
- 1979..... U.S. Department of State begins daily press briefings
- 1980..... ABC begins *Nightline* to report on the hostage crisis at U.S. Embassy in Iran
- 1985..... Radio Marti begins broadcasting to Cuba
- 1988..... Soviet Union allows MTV to be seen in the communist countries of Eastern Europe
- 1989..... Chinese student protests in Tiananmen Square covered live by CNN
- 1990..... CNN provides live 24-hour coverage of the Gulf War
- 1992..... Camera crews meet invading U.S. troops landing on the beaches of Somalia
- 1995..... U.S. Department of State establishes a web site
- 1996..... Al Jazeera begins broadcasting to Arab countries
- 1999..... Events in the Balkans lead to coverage of an international event on web sites for the first time
- 2002..... Radio Sawa established by the United States to broadcast to countries in the Middle East
- 2003..... U.S. broadcasts to the Iranian people through Radio Farda
- 2004..... The Arabic-language satellite news channel Al-Hurra is begun by U.S.
- 2006..... Al-Jazeera launches an English-language satellite channel

Communications Technology

- 1450..... Johann Gutenberg invents a printing press with movable type
- 1839..... Invention of photography allows images to be recorded and printed
- 1844..... Samuel F.B. Morris invents the telegraph
- 1858..... First transatlantic cable connects U.S. and Great Britain
- 1876..... Alexander Graham Bell invents the telephone
- 1877..... Development of the phonograph allows sounds to be recorded and preserved
- 1889..... Moving picture technology is invented
- 1896..... Guglielmo Marconi develops the wireless radio
- 1928..... Philo Farnsworth transmits the first television pictures
- 1928..... Sound is added to motion pictures—the “talkies” are born
- 1956..... First computer hard disk introduced
- 1962..... Telstar satellite relays televised pictures between the United States and Europe
- 1965..... First international telecommunications satellite is launched (Intelsat)
- 1969..... ARPANET computer network lays the foundation for the Internet
- 1971..... E-mail is invented and used on ARPANET
- 1973..... First international connection to ARPANET
- 1976..... Apple introduces the first personal computer
- 1981..... First modem developed to transfer computer data (300 bps)
- 1990..... World Wide Web prototype created
- 1994..... Yahoo Internet index created

Chronology

News Media

- 1690First newspaper is published in American colonies
- 1729Benjamin Franklin uses the postal service to build circulation for the *Pennsylvania Gazette*
- 1735John Peter Zenger is tried and acquitted for seditious libel
- 1776Declaration of Independence is printed in American newspapers
- 1783*Pennsylvania Evening Post* is the first daily newspaper published in United States
- 1791First Amendment is adopted to protect freedom of speech and freedom of the press
- 1798Newspaper editors are jailed for criticizing the pro-British foreign policy of President Adams
- 1811Samuel Topliff, Jr. reports “fresh” international news from newly arriving ships
- 1822First news service begins, based in Washington D.C.
- 1849Associated Press news service is founded
- 1860sFirst photographs appear in newspapers
- 1866Newspapers print international news transmitted over the transatlantic cable
- 1896William Randolph Hearst and Joseph Pulitzer wage a newspaper circulation war
- 1898Motion picture technology is commercialized
- 1901Marconi receives the first transatlantic radio signals
- 1911Motion picture theaters begin showing newsreels
- 1920KDKA in Pittsburgh becomes the world’s first scheduled radio broadcast
- 1927Federal Radio Commission is established to regulate broadcasting
- 1934Federal Communications Commission (FCC) is established to regulate telegraph, telephone, radio, and television
- 1939First television sets are offered for sale in United States
- 1947NBC and CBS begin nightly news programs
- 1968CBS introduces portable mini-cam for news coverage
- 1970First experimental use of a computer terminal to edit news
.....Public Broadcasting System (PBS) and National Public Radio (NPR) networks begin broadcasting
- 1980Cable News Network (CNN) is created by Ted Turner
- 1995Dial-up Internet access is offered to American households
.....First television program delivered over the Internet
- 2004Internet is a major source of news in the United States
- 2005Blogs (web logs) gain prominence and influence in news coverage
- 2005Cell phones are widely used to cover election news in Ukraine
- 2006Podcasting emerges as a news source ✱

Script Outline

1

Opening Sequence

- a Introduction
- b Importance of the media in reporting world affairs
- c First American newspaper is printed in Boston (1690)
- d Thomas Paine's *Common Sense*
- e Newspapers play a key role in national development

2

Portraits and Pamphlets: Franklin in Paris

- a Franklin's European experience
- b Franklin's image at the court of Louis XVI
- c Franklin's printing press
- d Diplomatic success

Timeline 1783

- a Daily newspapers include different political views

3

Cartoons & Caricature: Diplomacy, Politics, and News

- a Political opinions of newly independent Americans
- b George Washington's presidency
- c Thomas Jefferson and James Madison support France
- d John Adams and Alexander Hamilton support Great Britain
- e Washington's Farewell Address
- f American diplomacy sparks a newspaper war
- g Alien and Sedition Acts

Timeline 1811

- a Speed becomes a factor in news gathering
- b Telegraph is invented; it speeds communication
- c Civil War newspapers include photographs
- d Transatlantic cable connects the U.S. and Europe
- e Abraham Lincoln controls telegraph during the Civil War
- f Typewriter and telephone invented (1876)
- g Hearst and Pulitzer compete for readers
- h Newspapers cost one cent

Script Outline

4

“Remember the Maine!” Moving Pictures and the Yellow Press

- a Cuba’s guerrilla war for independence from Spain
- b Cuban exiles launch the first effective P.R. campaign in the United State
- c President William McKinley opposes war
- d Theodore Roosevelt supports war
- e Journalists and publishers agitate for war
- f Battleship *Maine* blows up in Havana harbor
- g Motion pictures (1898) intensify the public’s experience of the war

Timeline 1914

- a Invention of wireless radio and newsreels
- b Pathé Company offers daily newsreels
- c American public opinion and neutrality
- d President Wilson creates the Committee on Public Information
- e Role of propaganda in war
- f Radio broadcasters, Edward R. Murrow, and WWII
- g President Roosevelt creates the Office of War Information

5

The Truth Will Set Them Free:
Cold War Diplomacy & Propaganda

- a The Soviet Union imposes communism on most of Eastern Europe
- b “Iron Curtain” shuts out news reports
- c Diplomat George Kennan and containment
- d Radio Free Europe and Radio Liberty
- e Soviet intimidation of Western journalists
- f Communist regimes block Radio Free Europe
- g Mikhail Gorbachev notes the effectiveness of information diplomacy
- h Americans turn to TV for Cold War news
- i Department of State organizes the Division of News

Timeline 1964

- a Satellites relay live photos from the United States to Europe
- b Portable cameras show Americans the Vietnam war
- c President Johnson complains about war coverage

Script Outline

Timeline 1969

- a** Wartime research leads to computer science advances
- b** ARPANET is invented
- c** Reporters use computers to report news
- d** Apple invents the first computer for home use (1976)

6

Diplomacy Live! Oil, Hostages and Iran

- a** Americans turn their attention to the Middle East
- b** 1970s: dramatic increase in oil prices
- c** U.S. Embassy in Iran stormed; diplomats are taken hostage
- d** Diplomats slowly negotiate the release of hostages
- e** Media coverage plays up American weakness
- f** New satellite television network (CNN) begins 24-hour news coverage
- g** Saddam Hussein invades Kuwait (1990)
- h** Diplomats send messages to each other via live television
- i** Television provides instant coverage of the Gulf War

Timeline 1990

- a** World Wide Web gains public users
- b** Yahoo and Google are invented to search web resources
- c** The Internet becomes a major source of news

7

Dateline Yesterday: News and Diplomacy 24/7

- a** Global satellite networks cover the September 11, 2001, terrorist attacks
- b** Arab world draws negative conclusions about the U.S.
- c** The United States criticizes the Arab satellite network, Al-Jazeera
- d** Al-Jazeera gains credibility and a large audience
- e** U.S. Government opens Al-Hurra, Radio Sawa, and Radio Farda
- f** Satellites change societies around the world—including in the U.S.
- g** Conclusion ✱

DVD Script

TODAY IN WASHINGTON: *The Media and Diplomacy*

Narrator:

The relationship between the news media and American diplomacy is complex. People depend on journalists to report news from around the world. Government leaders rely on the media to explain their positions to the public. Newspapers, television, radio, and the Internet all contribute to our knowledge of the world. But does media coverage influence how we react to world events—or how governments conduct foreign policy?

Opening Title

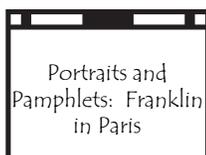
Some people say that image is everything and the camera never lies. How we see events helps determine what we feel about them. That's especially true for the world beyond our borders, because many of us only experience the world second-hand—through the news media. And that link dates back to the colonial era, when the first newspapers were printed in Boston.

Early papers reported the arrival of ships from Europe and reprinted the news those ships were carrying. Colonial newspapers stayed far away from controversy, because they could be shut down by the government.

Private citizens sometimes published their opinions in small pamphlets to try to influence the public. Thomas Paine's *Common Sense* was the most famous example of a political pamphlet. *Common Sense* was very influential and made a powerful case for independence, because it was written in language that ordinary citizens could understand.

Newspapers played a key role in America's national development. In 1776, the Declaration of Independence was printed in 20 newspapers less than one month after it was signed.

To win their freedom, the Americans needed allies and money. Diplomacy was the key, and there was only one man in North America with enough diplomatic experience to do the job: Benjamin Franklin—the most influential newspaper publisher in North America.



From the moment he set out for France, Franklin knew he would need both his diplomatic and his communication skills to succeed. Franklin knew that how he communicated with the court of Louis XVI would be just as important as what he said.

Franklin was already well-known in Europe as a philosopher

DVD Script

and scientist. He had also represented several colonies before the British Government. Franklin was cultured and sophisticated, and had lived in London for 14 years in the style of a wealthy, 18th century gentleman. No gentleman would be seen in society without a powdered wig, and that is how Franklin was portrayed.

But when Franklin sailed for France in 1776, he chose a very different image. The French court was lavish, but Franklin wore plain clothes—and no wig. The French were charmed by his simple, rustic ways. And the busy diplomat made sure that image was spread widely by sitting for dozens of portraits.

The French especially loved images of Franklin in a fur cap, and gave them to each other as presents.

Franklin used his popularity to promote the American cause—and neutralize British propaganda. He bought a printing press and translated key American documents.

Franklin's tactics and diplomacy prevailed. The French signed a treaty of alliance and provided enough additional money and manpower to help win American independence. Franklin's image prevailed, too, and even British cartoonists showed the successful diplomat in a coonskin cap.

Timeline
1783

A growing country meant a growing demand for news. Newspapers were printed daily, and they did more than just report facts. They promoted different points of view. In large cities, by the 1790s, there were enough readers to support more than one newspaper—and more than one opinion.



Americans were proud of their independence—and of their enlightened Constitution. When George Washington became President, some thought diplomatic and political conflict was over. Many believed that patriotic Americans would always agree about our old ally, France, and our old enemy, England.

But by the 1790s, many prominent Americans had been to Europe, and that changed their perceptions. Thomas Jefferson and James Madison supported France and respected the French for helping America win its independence at great cost to France. After the French launched their own revolution in 1789, Jefferson and Madison welcomed the change in government.

John Adams and Alexander Hamilton felt differently. They thought trade with England was more important than gratitude toward France—especially after the execution of King Louis XVI in 1793. France seemed dangerously out of control. President

DVD Script

Washington was so worried about the growing split in opinion that in his Farewell Address, he warned against the divisions that European alliances might cause within the United States. Washington wanted all Americans to get the message, so he delivered it through newspapers.

In 1796, John Adams became our second president. Jefferson and Madison thought Adams wanted war with France. Secretary of State Timothy Pickering believed the French were trying to undermine the United States. Supporters of both sides used newspapers to argue about foreign policy—and to smear their opponents.

The attacks were so vicious that Congressional supporters of John Adams passed the Alien and Sedition Acts to strengthen the President's pro-British foreign policy—and to end political criticism from publishers who held pro-French views. The Acts targeted newspaper editors who supported the French. This was a direct attack on freedom of speech and of the press.

Many Americans saw this as unfair and decided that a free press was important. They agreed with Thomas Jefferson, who once wrote that if he could choose between a government without newspapers and newspapers without a government, he would prefer the latter. The Alien and Sedition Acts expired in 1801—the same year Jefferson became president.

Timeline
1811

When newspapers started to compete for readers, speed became important. In 1811, Samuel Topliff scooped his competitors and got the freshest news from Europe by rowing his boat into Boston harbor to meet incoming ships.

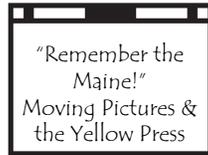
Reporters also used fast horses to carry dispatches until the 1840s, when the new telegraph sent war news from Mexico. Newspaper editors were the first to know that the United States had won. They told the President.

During the Civil War, newspapers included photographs for the first time, and news could travel to Europe within hours via the new transatlantic cable connecting the United States and Great Britain. President Abraham Lincoln feared that newspaper stories about Union losses might persuade the British to abandon neutrality and support the Confederacy, so he put all telegraph lines under Federal control.

In 1876, the typewriter and the telephone made the news even timelier. And by the 1890s, technical advances made it possible to print more newspapers more cheaply. In New York City, publishers like William Randolph Hearst and Joseph Pulitzer competed for readers by lowering prices until newspapers cost

DVD Script

just one cent. Publishers had to sell a lot of papers to make money, so they were always on the lookout for an exciting story with lots of human interest. They found it in Cuba.



Cuba was Spain's last colony in the Western Hemisphere.



In 1895, Cuban rebels launched a guerrilla war for independence. Cuban exiles in New York began the first really effective public relations campaign to influence American public opinion. Every day the Cubans and their supporters spread stories of Spanish cruelty and violence. Some of them were even true. Reporters like Richard Harding Davis, desperate for a story, went to Cuba. Many Americans were convinced that war with Spain was the answer.

But President William McKinley didn't want war. McKinley believed the Spanish were trying to resolve the situation. Secretary of State John Sherman resigned rather than push for war. But younger politicians, like Assistant Secretary of the Navy Theodore Roosevelt, thought war would benefit both the United States and the Cubans. Journalists pushed even harder. When one reporter told Hearst that there was no war going on in Cuba, he reportedly replied, "You furnish the pictures and I'll furnish the war." And when the U.S. battleship *Maine* mysteriously blew up in Havana harbor, President McKinley reluctantly declared war on Spain.

The Spanish-American War lasted just four months. But people experienced this war more vividly than any other foreign conflict because Americans now had a front row seat. In 1898, a new invention, the motion picture, made the war come to life, even if some of the war's most dramatic scenes were re-enacted on a set in New Jersey. Spain's defeat ensured McKinley's re-election—and made the reputation of his new Vice President, Theodore Roosevelt.

Reporters and cameramen didn't cause the Spanish-American War, but they did shape public opinion. And that made it easier for politicians to steer the country in the direction that political leaders like Roosevelt had already chosen.

Timeline
1914

In the early 20th century, the wireless radio brought the voices of presidents and kings into our homes, and newsreels showed Americans the world. By 1914, the Pathé Company offered motion picture theaters a daily newsreel service, and later joined William Randolph Hearst to distribute newsreels to local

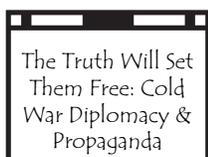
DVD Script

theaters. Each major motion picture company soon had its own newsreel division.

When World War I broke out in Europe, Americans could not agree on which side to support, and most wanted to remain neutral. News reports of German atrocities shocked Americans. President Woodrow Wilson believed that world peace depended on an Allied victory. To mobilize public support for the war—and for the Allies—Wilson created the Committee on Public Information, an official propaganda agency.

Propaganda has always played a role in war. All nations use the media to send messages; governments try to persuade others to join their cause. They want to build morale at home—and they need to undermine enemy morale.

Before the United States entered World War II, radio broadcasters like Edward R. Murrow brought the sounds of war to American listeners. President Franklin D. Roosevelt was convinced that an Allied victory was necessary. He created the Office of War Information to reach Americans through motion pictures, print, and radio broadcasts. But the Cold War, which followed, was a different kind of war, and propaganda played a different role.



After World War II, the Soviet Union imposed communist regimes on most of Eastern Europe. The “Iron Curtain” shut off all outside news.

The United States believed that communism would spread to Western Europe if the Soviets weren’t stopped. American diplomat George Kennan proposed a diplomatic strategy known as containment—and broadcasting had a major role to play. The first step would be to send news behind the “Iron Curtain.”

In 1950, Americans did just that.

Ronald Reagan:

“My name is Ronald Reagan. Last year, the contributions of 16 millions Americans to the Crusade for Freedom made possible this 135,000-watt Radio Free Europe transmitter in western Germany...”

Narrator:

Radio Free Europe began broadcasting its message directly to the nations of Eastern Europe, and later Radio Liberty beamed its message directly to the Soviet Union. Their mission was unique, because Radio Free Europe reported on events inside the communist bloc. And Eastern Europeans considered it much

DVD Script

more accurate than the official communist news agencies.

The Soviets and their allies retaliated by intimidating Western journalists because they believed that Western journalists were spies. Throughout the Cold War, Western newspaper and television reporters were harassed, sometimes jailed, and often thrown out of communist countries.

Even though most Radio Free Europe broadcasts were blocked electronically, or jammed, the program was a success because Eastern Europeans knew the communists were trying to keep information out. In 1988, Mikhail Gorbachev, the last leader of the Soviet Union, finally stopped the jamming. Russian leaders acknowledged the important role of information diplomacy.

Americans felt threatened by the Cold War and they turned to a new medium—television—for international news. Television networks began nightly news broadcasts during the 1950s, and sent journalists around the world to cover stories. In 1953, the Department of State organized the Division of News to answer press questions. Diplomats began to understand that reporters needed better access to policy makers, even when it created complications for diplomacy.

Timeline
1964

During the 1960s, satellites relayed live television pictures from the United States to Europe. New, portable cameras moved from television studios to city streets—and to the jungles of Vietnam. Now Americans could see the reality of war in their own living rooms.

And what they saw shocked them.

Morley Safer:

“...the old and the very young, there’s no young people at all.”

Narrator:

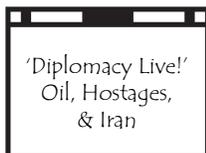
President Lyndon Johnson even called news anchors and network presidents to complain when their news stories suggested that the war couldn’t be won. When popular CBS anchorman Walter Cronkite told his viewers that the war had reached a stalemate, Johnson observed, “If I’ve lost Walter Cronkite, I’ve lost America.”

Timeline
1969

Department of Defense research during the Cold War and the Vietnam war led to breakthroughs in the new field of computer science. By 1969, computers were able to communicate through ARPANET, the ancestor of today’s Internet. Computers were

DVD Script

also getting smaller, and reporters began to use them to report news in the 1970s. In 1976, Apple® introduced the first personal computer for home use.



Although the Cold War wouldn't end for another 10 years, Americans turned their attention from Europe to the Middle East. And what they saw on television would profoundly change America—and American foreign policy.



Many Americans never thought much about the Persian Gulf until gas prices rose dramatically in the early 1970s. Many didn't think about it again until Iranian militants overthrew the country's leader, the Shah, seized the American Embassy in Tehran, and held U.S. diplomats hostage.

Americans were horrified and wanted to know as much as possible about the crisis. New programs, like ABC's *Nightline*, were created in part to fill that need. The Department of State began to televise its daily press briefing. Every night, anchormen counted the days of the crisis.

Diplomats negotiated to set the hostages free, but it took a lot of time. Since there was little public progress to report, President Jimmy Carter appeared helpless. Diplomacy was successful, and the hostages were released after 444 days, but many Americans believed that their country looked weak. The image created by the media influenced public opinion about the events.

Americans now wanted more news, faster, in times of crisis. In 1980, a new television network, CNN, broadcast news around the clock. After Saddam Hussein's army invaded Kuwait in 1990, American and Iraqi officials even used live television to send messages to each other. Diplomats didn't have much time to reflect before reacting. Some critics believed news coverage harmed diplomacy. And when the bombs started falling, CNN correspondents in Baghdad instantly sent pictures around the world.

Timeline
1990

In 1990, a new communications system, called the World Wide Web, started to gain public users. Just four years later, new programs like Yahoo, and later Google, searched and organized the web's vast resources. The Internet soon became a major source for news.

September 11th, 2001. After terrorists attacked the United States,

DVD Script



people all over the world saw the news within minutes. Dozens of new satellite networks offered opinions on world affairs before diplomats could act.

Karen Hughes:

“We would wake up in Washington, and that Taliban ambassador who fled to Islamabad was having news conferences every morning accusing us of terrible things that...played across the world—across the Arab world—as we slept, and often, when we woke up, the impressions of wrong things were cemented in people’s minds already.”

Narrator:

Tensions in Afghanistan and Iraq grew, and the United States was especially critical of one international news network—the Arabic channel Al-Jazeera.

Richard Boucher:

“We would have to question why a network would air this kind of inflammatory rhetoric. It’s a series of threats, it’s a series of diatribes, it’s a series of calls for people to commit horrible acts against innocent people. And to that extent, airing this tape is irresponsible.”

Narrator:

Al-Jazeera was the first news organization in the Middle East to operate independently of government control, and many Muslim viewers believed that it was more reliable than other news sources. Diplomats knew that Al-Jazeera’s 50 million viewers would play a key role in forming public opinion in the Middle East, and senior government officials often appeared on the network to explain issues.

Karen Hughes:

“If the United States does not act aggressively to define itself, the extremists will gladly do the job for us.”

Narrator:

The United States wanted to open its own direct lines of communication to the Muslim world.

Condoleezza Rice:

“The free flow of ideas and information is literally the lifeline of liberty...We see the growth of a free media as an important

DVD Script

indicator of whether or not a country is a vibrant democracy, and whether it's willing and ready to embrace the challenges and changes ahead of it.”

Narrator:

In 2003, the U.S. Government launched Al-Hurra, Radio Sawa, and Radio Farda, to bring news in Arabic and Farsi to the Middle East, just like Radio Free Europe did during the Cold War. American leaders hoped that more information would again change the world.

Colin Powell:

“Anywhere in the world that you can get a satellite dish that can look up at the right angle, you have changed that part of the world...”

Narrator:

And that is true within the United States as well. Diplomatic relations depend, in part, on the opinions the citizens of one country hold about the citizens of another.

Condoleezza Rice:

“We have to value the role of press in our democracy. An informed American public is absolutely crucial to sustaining an American foreign policy that is effective.”

Narrator:

Throughout much of our history, diplomats had access to more information than the average citizen. But today, the media makes virtually the same information available to everyone. We can now use that information to make choices for ourselves and our country. We can all help shape the future of diplomacy. ✨

DVD Activities



Guided Listening and Reading Activity

Note: Active listening or reading, coupled with oral and written instructional strategies, can have a positive impact on learning. The process of active listening or reading must be practiced, in order to develop skill in retaining information and ideas that are heard or read. This can be enhanced through guided activities.

A teacher can guide listening and reading by selecting specific names, terms, events, or concepts that appear in source materials. Students can use these to focus on information and ideas that the teacher identifies as important for them to know and understand. The content selected can be a springboard for subsequent instructional and assessment activities.

Two resources included in the instructional packet can support guided listening and reading. They are the DVD Script, which is a complete record of the DVD narration, and the Glossary of names and terms used in the DVD. One section of the Glossary includes definitions of terms related to government, foreign affairs, and diplomacy. The other section lists locations, historical and contemporary figures, historical terms and events, and other terms related to the topic of the DVD.

By using the DVD Script and the Glossary, a teacher can develop pre-video activities, pre- or post-video assessments, or active listening or reading assignments for the students to use while viewing the video or reading the DVD Script.

Standard:	The Standard supported will depend on the content selected for the activity.
Grade Level:	7-12
Objectives:	The student will: <ul style="list-style-type: none">  Develop listening and recognition skills  Build vocabulary with names and terms related to the video content  Identify key locations, people, events, policies, and advances in technology presented in the video  Relate key names and terms to each other and to a larger context
Time:	Variable
Materials:	DVD Script Glossary DVD
Procedures:	The glossary identifies vocabulary necessary for understanding the events and concepts on the DVD. The entire DVD or any portion of it can be selected for a guided listening and reading activity.



Review the Glossary to select locations, people, events, groups, policies, or advances in technology for a particular guided activity.

Optional: Review the DVD Script to select other vocabulary to include in a particular guided activity.

DVD Activities



Guided Listening and Reading Activity

- 2 Using the DVD Script and Glossary, prepare a response sheet that lists the names or terms for a particular guided activity.
 - a Place the names or terms in the same order as they appear in the video.
 - b Leave sufficient space for students to write a definition or description, or to make notes about each name or term.
- 3 Convey to the students the purpose of the guided activity and provide them with the directions they are to follow.
- 4 Show the video or have the students read the DVD Script and direct them to complete the guided activity response sheet.

Note: More than one guided activity can be prepared, with each one having a different focus.

Extension Activities:

- 1 Implement the basic lesson procedures, but supplement with these modifications.
 - a Before watching the DVD or reading the DVD Script, have students identify, either orally or in writing, what they know about each of the glossary names or terms that have been selected for the activity. Make notes about what they report.
 - b After viewing the video or reading the DVD Script, have students respond again, and compare the two responses.
 - c Ask students to describe, either orally or in writing, how their knowledge or understanding of a particular glossary name or term changed after viewing the DVD or reading the DVD Script. Have them offer reasons for the change.
- 2 Implement the basic lesson procedures, but supplement with these modifications.
 - a Prepare more than one list, using different glossary names or terms to establish a distinct focus for each list. Distribute the lists to students in a way that will allow for groups to be formed.
 - b After viewing the video or reading the DVD Script, form groups that include either students with the same glossary list or students with a number of different lists.
 - c Have students in each group present and discuss their responses to all of the names or terms on their lists. Ask the groups to arrive at a common response for each one.

DVD Activities



Guided Listening and Reading Activity

- d** Have each group present their responses to the class. Through class discussion, arrive at a common description or definition for each name or term.
- e** Write down the common descriptions or definitions and make them available to the students. Use them with future instructional and assessment activities.

3 Implement the basic lesson procedures, but supplement with these modifications.

- a** Select a number of Glossary names or terms, and write one or more open-ended questions for each one.
- b** Prepare a response sheet listing the names or terms and questions in the same order as they appear in the DVD Script. Leave sufficient space for students to respond to each question, or have them record responses in a notebook.
- c** Distribute the response sheets to all students, or assign each student specific names or terms and questions.
- d** After viewing the video or reading the DVD Script, have students present their responses either in small groups, class discussion, or in written reports.

4 Implement the basic lesson procedures, but supplement with these modifications.

- a** Select a number of Glossary names or terms. For each set of two or more, write a compare/contrast or cause/effect question.
- b** Distribute the names or terms and the questions to students in a way that will allow for groups to be formed.
- c** After viewing the video or reading the DVD Script, form groups that include either students with the same names or terms and questions, or students with different names or terms and questions.
- d** Have students in each group present, compare, and discuss their individual responses. Ask the groups to arrive at a common response for each question.
- e** Have each group present to the class its response for each question. Through class discussion, arrive at a common response for each question.
- f** Write down the common responses and make them available to the students. Use them with future instructional and assessment activities. ✱

DVD Activities



General Knowledge Assessment

Note: This activity may be used either as a way to assess general knowledge of U.S. diplomacy and media, or as an active listening worksheet. Select questions as is deemed necessary by time and class profile.

Fill in the blanks

- 1 The communication tools of _____, _____, _____, and _____ all contribute to our knowledge of the world.
- 2 Technology first played a key role in the _____ era in news coverage for Americans.
- 3 In 1690, the first colonial newspaper was printed in _____.
- 4 A famous political pamphlet was Thomas Paine's "_____."
- 5 Less than one month after it was signed in 1776, the _____ was printed in 20 newspapers.
- 6 In 1776, _____ was the most influential newspaper publisher in North America.
- 7 _____ were printed daily by 1783.
- 8 President Washington had his _____ printed in newspapers because he wanted all Americans to get the message.
- 9 _____ became our second President.
- 10 Until 1840, reporters used fast _____ to carry dispatches.
- 11 During the Civil War, newspapers included _____ for the first time.
- 12 In 1858, news arrived from Europe via the _____.
- 13 In 1876, the _____ and _____ made news even timelier.
- 14 Two famous New York City newspaper publishers, _____ and _____, competed for readers by lowering prices.
- 15 In 1898, a new invention, the _____, made war come to life.
- 16 The Pathé Company offered _____ to movie theaters.
- 17 President Franklin D. Roosevelt created the Office of _____ to reach Americans through motion pictures, print, and radio broadcasts.

DVD Activities



General Knowledge Assessment

- 18 In 1947 the “ _____ ” shut off outside news from Eastern Europe.
- 19 The first step for broadcasting in the diplomatic strategy known as _____ was to report on events inside the communist bloc.
- 20 Mikhail Gorbachev was the last leader of the _____.

Essay

- 1 Newspapers, television, radio, and the Internet all contribute to our society’s knowledge of the world. Explain how one or more of these media outlets affects you, your family, and your friends.
- 2 Benjamin Franklin chose to wear simple clothes and a fur cap while on his diplomatic mission to France. Why would this have been effective in dealing with the French court?

Extension Activity

- 1 **Individual Project:** Newspaper headlines are meant to grab a reader’s attention. Some of the most memorable headlines, such as “Moon Landing;” “President Kennedy Dead;” “Titanic Sinks, 1500 Die;” and “Pearl Harbor Attacked” evoke emotion. Check local newspaper archives to find one such headline that had an impact locally, nationally, or worldwide. Ask several family members what emotions they felt during the incident or event.
- 2 **Group Project—Intergenerational:** Students research headlines within the past 30 to 50 years. The students then seek members of the community or relatives who have recollections of the events to participate in panel discussions focused on each particular headline. Each group formulates questions with respect to the particular headlines. Make a video tape of the discussions if possible. Then make copies and place them in school and local libraries, donate a copy to the local or state historical society, and send one to the nearest public access television channel. ✨

Answer Key to Fill-in-the-Blanks may be found on page 42.

DVD Activities



“Just the Facts, Ma’am”

Note: To make good news stories, reporters and broadcasters make sure that their stories include the basics of Who, What, Where, When, Why, and How. It keeps the audience interested and gives them a much better understanding of the event.

Standard: II. Time, Continuity, and Change
 III. People, Places, and Environments
 VI. Power, Authority, and Governance
 IX. Global Connections
 X. Civic Ideals and Practices

Grade Level: 9–12

Objectives: The student will:

- Increase literacy in reading, writing, speaking, and listening
- Analyze news stories for pertinent information
- Function as a member of a group, or as an independent learner
- Write a basic news story

Time: 1–3 class periods

Materials: Graphic Organizer (supplied)
 Short newspaper clipping; may be brought in by the teacher or students

Procedures:

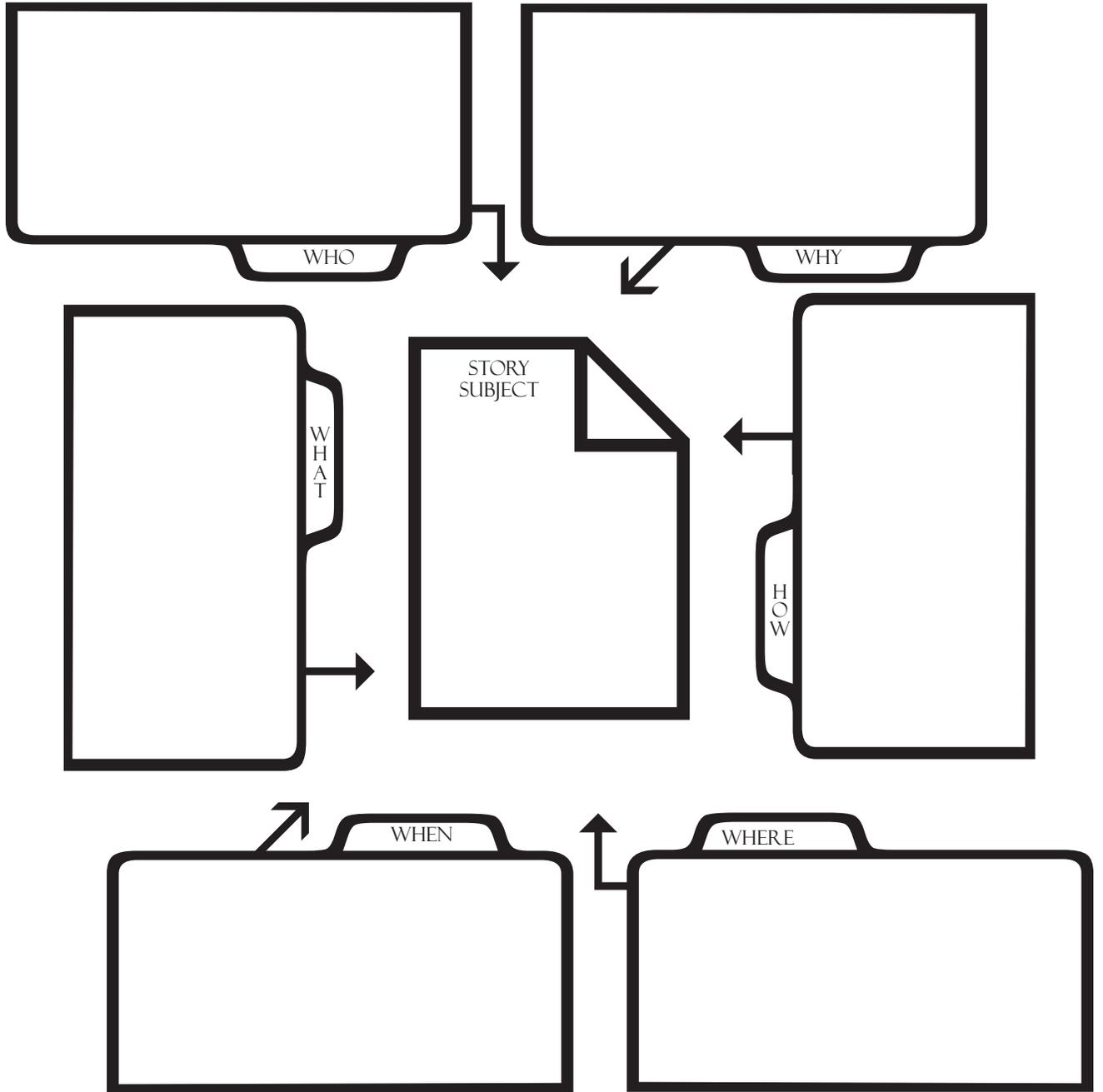
- 1 Student organization for this activity may vary:
 - a In a jigsaw, with each member of a group being responsible for one of the basic questions of Who, What, When, Where, Why, and How. One member may be the reader of the news clipping.
 - b Choose three or four students to read short news clippings to the class. Students record responses on the graphic organizers.
 - c Students put all clippings in a paper bag. When all news clippings are turned in, then each student may choose a clipping from the bag. Students then read and record responses on the graphic organizer.
- 2 The Live Broadcast Simulation. In this exercise, students will write a news story. The topics may be student-generated or may be prompted by events at school. The report should be no more than one minute in length. Students are to pretend that they are newscasters and deliver their stories. Other students should identify the basics of Who, What, Where, When, Why, and How.

Extension Activities:

Students may listen to recorded broadcasts of the evening news. Students may choose a story from that broadcast on an international topic and then report to the class. Students may ask their administrators if they could report news during the morning announcements. ✨

DVD Activities

“Just the Facts, Ma’am”



DVD Activities



Inventions and Impacts: The Growth of Communication

Standard:

- I. Culture
- V. Individuals, Groups, and Institutions
- VI. Power, Authority, and Governance
- VIII. Science, Technology, and Society
- X. Civic Ideals and Practices

Grade Level:

7–12

Objectives:

The student will:

- Research well-known inventors and their contributions
- Identify inventions that had an impact on communications
- Use critical reading skills
- Create a study matrix

Time:

1–2 class periods

Materials:

Worksheet (supplied): Inventions and Impacts: The Growth of Communication

Procedures:

- 1 Teachers may use this worksheet matrix in numerous ways. Some suggestions are:
 - a Individual students may work on the matrix alone.
 - b Assign only the “Who” portions to different students to complete, then complete the matrix with students reporting their findings.
 - c Have students complete all the columns, with the exception of “Impact.”

Extension Activities:

- 1 Have the students delve more deeply into the biographies of each Inventor/Contributor. Ask the following question: How many times did the inventor fail prior to achieving success? (Using groups will allow for presentations.)
- 2 How would life be different now if the inventors would have given up? Share your thoughts within a group.
- 3 How have these inventions assisted U.S. diplomatic efforts? ✨

DVD Activities



Inventions and Impacts: The Growth of Communication

Who	Contribution/Invention	Date	Where	Impact
Cyrus Field				
	Telegraph			
	Vitascope			
Samuel Morse				
Benjamin Franklin				
	Telephone			
Guglielmo Marconi				
Heinrich Rudolf Hertz		1886		

DVD Activities



One Picture is Worth 1,000 Words

Standard: I. Culture
 II. Time, Continuity, and Change
 V. Individuals, Groups, and Institutions
 VI. Power, Authority, and Governance
 VIII. Science, Technology, and Society
 IX. Global Connections
 X. Civic Ideals and Practices

Grade Level: 7–12

Objectives: The student will:

- List details of an image to understand the artist's meaning
- Use critical thinking to infer meaning
- Use guided listening questions to arrive at conclusions

Time: 1 class period

Materials: Engraving (supplied): One Picture is Worth 1,000 Words
 Worksheet (supplied): One Picture is Worth 1,000 Words

Procedures:

- 1 Ask students if they can ever recall a picture that they saw in a newspaper or magazine. When was it? What was the picture about? How did they feel about it? Ask them to share their recollections with the class or in small groups, depending on the time allotted.
- 2 Tell students that “Images are powerful ways to communicate thoughts and ideals to others without writing one word. Images may convey several ideas that show an ideal in a favorable or unfavorable light. An image can tell you much about an artist’s feelings about a subject, as well as the era, customs, and issues of the time.”
- 3 Students may work alone, with a partner, or in a group.

Extension Activities:

Suggested research topics:

- a** The engraving process
- b** Literacy in the mid-1800s
- c** Women’s roles and rights in the mid-1840s ✱

About the Image

Titled, “Mexican News,” the engraving depicts a group of people on the porch of the Americana Hotel reading news of the war between the United States and Mexico (1848). The engraving was done by Alfred Jones in 1853 and is based on a painting by R. C. Woodville.

Library of Congress: LC-USZ62-90415

DVD Activities

One Picture is Worth 1,000 Words

Student Instructions: Study this image. On a separate piece of paper, list all the details that you see in the image. Hint: Start at the left side of the paper and move right. Answer the questions on the next page.



“TODAY IN WASHINGTON” ⑧ ③ ⑨ ① ⑤ ⑩ ⑥ ⑦ ⑩ ① ② ③ ⑥ ④

DVD Activities



One Picture is Worth 1,000 Words

- 1 Where is the action taking place?

- 2 What action is taking place?

- 3 Who is sitting on the porch?

- 4 What social class do the individuals on the porch seem to represent?

- 5 What can you infer about the individuals sitting on the steps below the porch? What national issues does this address?

- 6 What might be some of the reasons there is only one newspaper?

- 7 Can anything be inferred from the fact that there are no women in the picture?

DVD Activities



James Madison: Concerning Public Opinion

Standard: I. Culture
 II. Time, Continuity, and Change
 III. People, Places, and Environment
 V. Individuals, Groups, and Institutions
 VI. Power, Authority, and Governance
 IX. Global Connections
 X. Civic Ideals and Practices

Grade Level: 9–12

Objectives: The student will:

- Activate prior knowledge
- Read silently for understanding
- Use a graphic organizer to organize points of reading
- Paraphrase for meaning

Time: 1 class period

Materials: Reading: James Madison: Concerning Public Opinion (supplied)
 Graphic organizer (supplied)

Procedures:

- 1 **Activate Prior Knowledge:** Ask students, by a show of hands, if they have an opinion about a particular school rule. Facilitate a short class discussion on this. Question students on:
 -How the school rules are put into effect.
 -How the policies and rules are changed.
 -How the opinion of parents and community affects the school and its rules.
 Students may be organized in the following ways: alone, with a partner, or in a group of four.
- 2 Read the italicized portion to the students. Point out that the first sentence is called the *Thesis Statement*. Then ask students to read the selection, either alone silently or aloud within the chosen grouping of students.
- 3 Use the graphic organizer to paraphrase each paragraph for ease of understanding.
- 4 Students report out.

Extension Activities:

Graphic organizers can be a springboard for writing. Students may use their graphic organizers to comment on the reading selection. Ask students if they agree or disagree with Madison. Ask students to supply supporting details (examples) for their position(s). ✨

DVD Activities

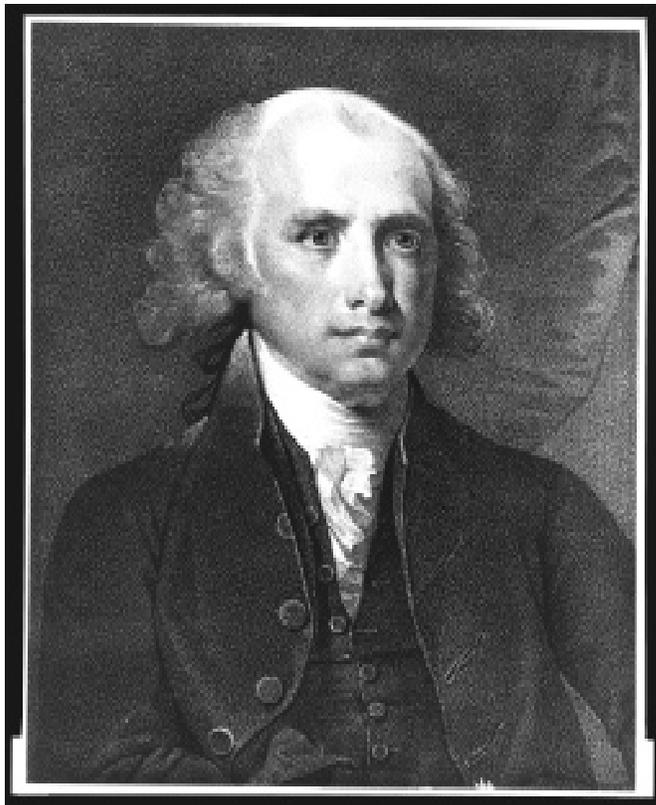


James Madison: Concerning Public Opinion

James Madison wrote a number of short political essays reflecting his concern for the new government he had helped to create and for the direction it would take in the future. The sovereign power of the United States resided in its people, he felt, and only from an enlightened public could the government seek guidance for its tasks. Madison's awareness of the unpredictability of the public mind is reflected in the following essay, which first appeared in the *National Gazette* on December 19, 1791, long before the public opinion polls of today had come into existence.

- I "Public opinion sets bounds to every government, and is the real sovereign in every free one.
- II "As there are cases where the public opinion must be obeyed by the government, so there are cases where, not being fixed, it may be influenced by the government. This distinction, if kept in view, would prevent or decide many debates on the respect due from the government to the sentiments of the people.
- III "In proportion as government is influenced by opinion, it must be so by whatever influences opinion. This decides the question concerning a constitutional Declaration of Rights, which requires an influence on government by becoming part of public opinion.
- IV "The larger a country, the less easy for its real opinion to be ascertained, and the less difficult to be counterfeited; when ascertained or presumed, the more respectable it is in the eyes of individuals. This is favorable to the authority of government. For the same reason, the more extensive a country, the more insignificant is each individual in his own eyes. This may be unfavorable to liberty.
- V "Whatever facilitates a general intercourse of sentiments, as good roads, domestic commerce, a free press, and particularly a circulation of newspapers through the entire body of the people, and representatives going from and returning among every part of them, is equivalent to a contraction of territorial limits, and is favorable to liberty, where these may be too extensive."

Source: *Letters and Other Writings of James Madison, Fourth President of the United States: "Public Opinion,"* vol. 4, 1865.



Library of Congress

DVD Activities

James Madison: Concerning Public Opinion

Directions: This graphic organizer will help with understanding the reading. Place the Thesis Statement in the top box. Use the boxes underneath for each paragraph that be paraphrased. (Paraphrase means to restate using simple words or to make shorter.)

Thesis Statement

Paragraph II.

Paragraph III.

Paragraph IV.

Conclusion

DVD Activities



Give Me Your Coordinates

Standard: I. Culture
 II. Time, Continuity, and Change
 III. People, Places, and Environment
 IV. Individuals, Development, and Identity
 IX. Global Connections

Grade Level: 9–12

Objectives: The student will:

- Understand latitude and longitude
- Locate and identify specific places according to given coordinates
- Research specific coordinates

Time: 1–2 class periods

Materials: Globe, map, or Internet access, such as a computer lab for students
 Worksheet (supplied): Give Me Your Coordinates

- Procedures:
- 1 Give worksheet to students.
 - 2 Review latitude and longitude with students using sources listed above.
 - 3 Students may work alone, or with a partner, or in a group, to supply either the location or the coordinates for the specific given location from Nellie Bly's journey, and for major cities of the world.
 - 4 Ask students to report coordinates or locations on the worksheet.
 - 5 Continue until all blanks are filled.

Extension Activities: Obtain a copy of *Around the World in 80 Days* by Jules Verne. List the places that Phillias Fogg writes about during his journey. Compare these with those places visited by Nellie Bly. Prepare a poster board presentation/or Power-Point presentation of your findings. Share them with your class. ✨

Answer Key	Latitude	Longitude
London, England.....	59° 29' N	0° 0' E
Bologne, France.....	48° 12' N	5° 7' E
Brindisi, Italy.....	40° 28' N	17° 13' E
Port Said, Egypt.....	31° 16' N	32° 18' E
Hong Kong, SAR (Special Administrative Region of the People's Republic of China)	22° 18' N	114° 10' E
San Francisco, California	37° 47' N	122° 26' E
Hoboken, New Jersey.....	40° 74' N	74° 3' W
Washington, D.C.....	39° 91' N	77° 2' W
New York, New York.....	40° 47' N	73° 58' W
Paris, France.....	48° 49' N	2° 29' E
Singapore, Singapore.....	1° 18' N	103° 50' E
Newport, Rhode Island.....	41° 30' N	71° 26' W
Baghdad, Iraq.....	33° 20' N	44° 24' E
Tokyo, Japan	35° 41' N	139° 46' E
Katmandu, Nepal.....	27° 42' N	85° 12' E
Lagos, Nigeria.....	6° 27' N	3° 24' E
Guatemala City, Guatemala....	14° 37' N	90° 31' W
Boston, Massachusetts	42° 2' N	71° 2' E
Honolulu, Hawaii.....	21° 20' N	157° 55' E
Reykjavik, Iceland.....	64° 8' N	21° 56' E

DVD Activities



Give Me Your Coordinates

The coordinated system by which any location on the globe can be determined is called latitude and longitude. Pilots of airplanes and captains of ships use coordinates to reach their destinations. Latitude measures the degrees north and south of the Equator. Longitude measures the degrees east or west of the Greenwich prime meridian. On a globe or map, locate the Greenwich prime meridian and the Equator with your teacher.

Directions: Supply either the name of the major city the coordinates signify or supply the coordinates of the specific locations given.

City	Coordinates (Latitude and Longitude)
London, England	
	48° 12' N 5° 7' E
Brindisi, Italy	
Port Said, Egypt	
	22° 18' N 114° 10' E
San Francisco, California	
Hoboken, New Jersey	
Washington, D.C.	
New York, New York	
	48° 49' N 2° 29' E
Singapore, Singapore	
Newport, Rhode Island	
Baghdad, Iraq	
Tokyo, Japan	
	27° 42' N 85° 12' E
	6° 27' N 3° 24' E
Guatemala City, Guatemala	
Boston, Massachusetts	
Honolulu, Hawaii	
	64° 8' N 21° 56' E

DVD Activities



Travels with the Secretaries of State

Note: Since the time of the American Revolution, diplomats like Benjamin Franklin have traveled the world to meet with allies and adversaries in an effort to gain support, achieve peace, or offer assistance, all in the name of attaining national goals. Modern means of travel have only served to make this form of diplomacy more frequent and effective.

Much can be learned from the travels of the Secretary of State throughout our history. Today's news media and communications technology, including the Internet, make information about the Secretary's travel easily accessible. This lesson focuses on diplomacy, as seen through travel by the Secretary of State.

Standard: III. People, Places, and Environment
V. Individuals, Groups, and Institutions
VIII. Science, Technology, and Society
IX. Global Connections

Grade Level: 7–12

Objectives: The student will:

-  Apply general map skills to locate cities and countries
-  Apply reading and research skills to identify key information
-  Utilize skills to collect and organize information
-  Build upon prior knowledge to understand global connections
-  Utilize critical thinking skills to analyze information and form opinions

Time: 1 class period for preparation
A period of time specified by the teacher for data collection
1–2 class periods for reporting

Materials: Political map of the world or list of countries and capitals
Daily newspapers/weekly news magazines
National broadcast television news/cable news programs
Department of State website—Travels With the Secretary
 <http://www.state.gov/secretary/trvl/>
Department of State website—Former Secretaries of State
 <http://www.state.gov/secretary/former/>

- Procedures:
- 1** Give students a political map of the world or a list of countries and their capitals.
 - 2** Ask students to create a two-column chart with the headings of “date” and “country.”
 - 3** Have students use a variety of news resources to follow the travels of the current Secretary of State over the period of time specified and record the dates and destinations on the chart.
 - 4** At the end of the data collection period, ask students to review the information they have collected and respond to some or all of the following:

Note: This can be either a group or class activity, or an individual writing assignment.

DVD Activities



Travels with the Secretaries of State

- a Are there some countries the current Secretary of State has visited more than once? If so, identify them and explain why you think that has occurred.
- b Group the countries the Secretary of State has visited by continents or regions of the world.
Are there continents or regions of the world the current Secretary of State has visited frequently? If so, identify them. Explain why you think that is the case.
Are there continents or regions of the world the current Secretary of State has not visited? If so, identify them. Explain why you think that is the case.
- c Based only on the geographic locations the current Secretary of State has visited, does there seem to be a pattern? If so, describe the pattern. Explain why you think this is the case.

Extension Activities:

1

Implement the basic lesson procedures, but supplement with these modifications:

- a Ask students to create a four-column chart with the headings of “date,” “country,” “issue,” and “outcome.”
- b At the end of the data collection period, ask students to review the information they have collected and respond to the following:
Are there particular issues that have been the primary reason for the current Secretary of State’s travels outside of the United States? If so, what are they?
Based only on issues addressed during the current Secretary of State’s travels, are some patterns evident? If so, describe these patterns.
- c After reviewing the issues addressed during the travels of the current Secretary of State, what conclusions can you draw about the importance of face-to-face diplomacy?

2

Use the Department of State’s Former Secretaries of State website or other resource to select three (3) Secretaries of State who served during the last 25 years.

- a On separate political maps of the world, identify the countries each one visited.
Note: Students could use paper copies or computer-generated maps.
- b Compare the destinations of these Secretaries of State. Are there travel patterns that suggest that all three faced similar issues? If so, what are those patterns, and what are the issues?

DVD Activities



Travels with the Secretaries of State

- 3** Divide the history of the United States since 1789 into five periods of approximately 45 years each. Use Department of State or other resources to select five (5) Secretaries of State, one from each of those periods.
- a** Use various sources of information to determine the mode of transportation available for long-distance travel during the time of each Secretary of State.
 - b** Identify four capital cities, one each in Europe, South America, Africa, and Asia. Determine the length of time it would take to travel from Washington, D.C. to each city by using the transportation available to each Secretary of State.
 - c** Use the Department of State's Former Secretaries of State website or other resources to identify the travel destinations of each Secretary of State. On a political map of the world, use a marker or stickers to identify the countries (or regions of the world) each one visited.
 - d** Compare the destinations of each Secretary of State, and answer the following question:
What can you conclude about the relationship between the travels of each Secretary of State and the mode of transportation that was available?
 - e** In a written report or class discussion, provide a response to the following question, and support your answer:
How do you think the ability of the Secretary of State to travel outside of the United States affects diplomacy?
- 4** Implement the first three procedures of Extension Activity #3, and follow with this modification.
- a** Group the countries visited by each Secretary of State into continents or regions of the world.
 - b** In a written report or class discussion, respond to the following question and support your answer:
There are countries or regions of the world that each Secretary of State did not visit. Do you think this resulted from: (1) limitations of the transportation available; (2) the absence of serious issues in that part of the world; or, (3) lack of interest in that part of the world by the United States during that time?

DVD Activities



Travels with the Secretaries of State

- 5 Use the Department of State's Former Secretaries of State website or other resources to select a Secretary of State whose diplomatic travels dealt with one or more very significant international issues. Write a report that addresses the following points:
- What were the destinations of this Secretary of State's diplomatic travel?
 - What was the purpose of this Secretary of State's diplomatic travel?
 - What resulted from this Secretary of State's diplomatic travel?
 - Do you believe this Secretary of State accomplished more by conducting diplomacy face-to-face? ✱

General Knowledge Assessment Answer Key (p. 25)

- Newspapers, Television, Radio, the Internet
- Colonial
- Boston
- Common Sense
- Declaration of Independence
- Benjamin Franklin
- Newspapers
- Farewell Address
- John Adams
- Horses
- Photographs
- Transatlantic cable
- Telephone, typewriter
- William Randolph Hearst
Joseph Pulitzer
- Motion picture
- Newsreels
- War Information
- Iron Curtain
- Containment
- Soviet Union

DVD Activities



Government & Freedom of the Press

- Standard: V. Individuals, Groups, and Institutions
VI. Power, Authority, and Governance
X. Civic Ideals and Practices
- Grade Level: 9–12
- Objectives: The student will:
- Examine the constitutionality of freedom of the press
 - Consider if a government ever has the right to control the media
 - Develop arguments supporting one or both sides of an issue
 - Practice debating skills in a classroom setting
- Time: 2–5 class periods
- Materials: Availability of debate topic on overhead or board
Explanation of Debate Format (supplied)
Debate Evaluation Form (supplied)
- Procedures: Freedom of the press was an issue for the United States even before independence—and was subsequently addressed in the 1st Amendment to the Constitution. In particular, since September 11, 2001, the government has had to balance the protection of national security with the pressures of a free and competitive press. This activity presents for debate the idea that when national security is endangered, the government should be able to take total control of the media, deciding what will or will not be reported.
- 1 Present the debate topic to students.
“When the national security of the United States is threatened, the government should control the dissemination of information by the media.”
 - 2 Divide the class into groups of four. Within each group, each pair of students will represent either the pro or con side of the topic. Students may choose their sides, or the teacher can predetermine the roles. Depending on the size of the class, several groups will be debating the same topic. This can be done with either the teacher or the entire class deciding which team was most effective in debate.
 - 3 If time is limited, an alternative approach is available. Each pair of students should prepare a 1+ page summary of the topic, which includes constitutional background of freedom of the press, historical examples of the press/media vying to sustain power vs. government limitations, and more recent events relevant to the topic. Include a bibliography. Each side should also submit the prepared introductory remarks to be delivered by Speakers 1 and 2. Allow time for research. The teacher, after reviewing information prepared by students, should select Pro and Con teams to participate in the debate. Therefore, only one debate is held.

DVD Activities



Government & Freedom of the Press

- 4 Provide students with Explanation of Debate Format.
- 5 Explain that Speakers 1 and 2 represent each side by providing introductory remarks. Support arguments with evidence when necessary. Speakers may use quotes, statistics, etc. This is when ALL arguments MUST be presented. Arguments presented in later speeches are NOT valid in scoring the debate. Each speaker is allotted 5 minutes.
- 6 Speakers 3 and 4 present rebuttal arguments. They must listen and record arguments presented by Speakers 1 and 2. Before rebuttal begins, allow speakers 3 and 4 a maximum of 3 minutes to gather their thoughts and consult with their partners. Reminder: no new arguments. Each speaker is allotted 5 minutes.
- 7 Closing remarks may be delivered by either speaker. This is when the main arguments are reiterated for the judges and the weaknesses of opponents' arguments are emphasized. No new arguments are permitted. Time allotted: 2–3 minutes per speaker.
- 8 Teacher and students should use Evaluation of Debate form during the debate. Prior to the introductory speeches, explain the form to students.
- 9 Tally evaluation sheets to determine winning side—Pro or Con.
- 10 *Explanation of Debate Evaluation Form:*
As Speakers 1 and 2 present their arguments, students should list these arguments in the spaces provided. Listen carefully to identify specific arguments. Each argument can be numbered. When Speaker 3 offers the rebuttal to Speaker 1, list the arguments and then draw arrows from these arguments to ones presented by Speaker 1. If Speaker 3 (and Speaker 4) do not address all the arguments presented, the score for their respective sides will be low. A debate is won by the side that best presents valid arguments and counters arguments presented by its opponents.

Extension Activities:

- 1 Use the topic for discussion without the formality of an actual debate.
- 2 Divide the class into two sides—Pro and Con. Have a mock debate (discussion) without time devoted to research and preparation.
- 3 Have students conduct a survey with the debate topic as the question. Ask questions and record the responses of individuals. Discuss the results. ✎

DVD Activities



Government & Freedom of the Press

Explanation of Debate Format

- | | |
|--|---|
| <p>1 Side A
1st Speaker: Opening Speech
4th Speaker: Rebuttal
6th Speaker: Closing
Questions</p> | <p>Side B
2nd Speaker: Opening Speech
3rd Speaker: Rebuttal
5th Speaker: Closing
Questions</p> |
|--|---|
- 2** Opening speeches
The first speaker for each side will present a prepared speech detailing ALL of that side's arguments—supported by evidence when necessary. You may use quotes, statistics, etc. *Time allotted: 5 minutes per speaker*
- 3** Rebuttals
The second speaker for each side will rebut the arguments presented in the opponent's opening speech, and these speakers should address and counter EACH of the arguments presented by the opposition. Prior to each rebuttal, carefully list the main arguments presented by the opponent. Approximately 3 minutes will be given for Speakers 3 and 4 to prepare rebuttal arguments. Points are earned based on how well each argument is countered. *Time allotted: 5 minutes per speaker*
- 4** Closing
The final speaker will summarize the key points of information for additional emphasis. No new arguments can be presented. *Time allotted: 2–3 minutes*
- 5** Questions
Judges will clarify arguments if necessary, by questioning each side. *Time allotted: 5 minutes*
- 6** The remainder of the class will serve as judges and determine the winning side, based on the validity of arguments presented and rebutted.

Extension Activities:

Refer to #3 in "Procedures on page 43. Students should do the paper in addition to the debate. ✨

DVD Activities



Government & Freedom of the Press

Debate Evaluation

Topic: _____

AAAAAAAAA	BBBBBBBBB
Speaker 1: Introduction	Speaker 3: Rebuttal
Speaker 4: Rebuttal	Speaker 2: Introduction
Closing	Closing
Questions	Questions

DVD Activities



A Race Around the World: The Nellie Bly Board Game

Note: After the Civil War, new communications technology brought more information to Americans about the world beyond the borders of the United States. The wealthy and sophisticated could travel overseas, but other Americans could only experience the world through books and newspapers. In 1873, Jules Verne published the novel *Around the World in 80 Days*. Sixteen years later, Verne's hero, Phileas Fogg, inspired a young American reporter, Nellie Bly, to try to beat his record. She did, and returned home to great national acclaim. In 1897, another "American," the cartoon character "The Yellow Kid," set off on his own around the world adventure, in homage to both Fogg and Bly.

Standard: I. Culture
VIII. Science, Technology, and Society
IX. Global Connections
X. Civic Ideals and Practices

Grade Level: 9–12

Objectives: The student will:

- Participate in a popular board game of the 19th century
- Participate in a group
- Write thoughts about the game in a group essay

Time: 1–2 class periods

Materials: Copies of the game board, game pieces, and one die per group

Procedures: This is a "roll and move" game and is played exactly as it was at the turn of the century. Players should be in groups of four to play the game in the shortest amount of time. Each player rolls the die once and moves accordingly around the board. Once the game piece has been moved the proper number of squares, the player should read the directions in the square aloud, such as "Indian Ocean/Stormy, Go Back 1 Day." The game ends when the first person to reach New York is declared the winner.

Extension Activities:

- 1 The image of the journalist who is a woman tends to be that of a competent, independent, and compassionate professional. Research the following female journalists:

Katherine Blake Coleman (Canadian)	Nellie Bly (American)
Yvonne Ridley (British)	Jill Carroll (American)
Anna Politkovskaya (Russian)	Sara Jeannette Duncan (Canadian)

 - a Create a matrix from your research findings and share it with the class.
 - b Create a Power Point presentation with a study guide for class members.
 - c Invite a female journalist to speak to your class. Develop questions centered around the characteristics of female journalists.
 - d Write an article for either a local newspaper or your school paper on female journalists.
- 2 The Yellow Kid was the first comic strip character to appear in an American newspaper. He was called "The Yellow Kid" because newspaper publishers were able to print his clothing in bright yellow ink. This strip first appeared in the *New York World*. Research this comic icon and share your findings with the class.

<http://cartoons.osu.edu/yellowkid/1897.1897.htm>

DVD Activities



A Race Around the World: The Nellie Bly Board Game

- 3 Jules Verne's Philius Fogg, Nellie Bly, and the Yellow Kid traveled to "almost" all the same places. Have students create a matrix and chart all the stops each traveler made. Who missed which stop?
- 4 Nellie Bly's adventure was followed and commented on by people around the world. Was her trip a form of diplomacy? Have other journalists ever played a similar role? ✨

1 st Day	The Start	25 th Day	Indian Ocean/Out of Coal	52 nd Day	Yokohama
2 nd Day	Clear		Lose Next Throw	53 rd Day	Yokohama/Delay
	Go Ahead 3 Days	26 th Day	Colombo		Go Back 5 Days
3 rd Day	Rain	27 th Day	Ceylon	54 th Day	Yokohama
	Go Back 1 Day		Lose Next Throw	55 th Day	On the Pacific
4 th Day	Storm	28 th Day	Bay of Bengal		Go Back 2 Days
	Go Back 3 Days		Go to Siam	56 th Day	Stormy
5 th Day	Iceberg	29 th Day	Bay of Bengal		Go Back 10 Days
	Go Back to Port	30 th Day	Malacca Straits/Pirate Ship	57 th Day	Clear
6 th Day	Clearing		Go Back 3 Days		Go Ahead 1 Day
	Go to Southampton	31 st Day	Off Sumatra	58 th Day	Break in Machinery
7 th Day	Fair Sailing	32 nd Day	Malacca Straits		Go Back 3 Days
8 th Day	Southampton		Go Ahead 1 Day	59 th Day	Clear
	Go to Amiens	33 rd Day	Singapore	60 th Day	Fair
9 th Day	Amiens	34 th Day	Siam		Go Ahead 2 Days
	One More Throw		Go Ahead 2 Days	61 st Day	Clear
10 th Day	Indian Mail Accident	35 th Day	China Sea	62 nd Day	Storm
	Go Back 5 Days	36 th Day	Simoon		Go Back 3 Days
11 th Day	Brindisi Brigands		Go Back 10 Days	63 rd Day	Collision
	Go Back 2 Days	37 th Day	Borneo		Go Back 15 Days
12 th Day	Mediterranean		Go Ahead 2 Days	64 th Day	On a raft
13 th Day	Suez Canal	38 th Day	China Sea		Lose 3 Throws
	Lose Next Throw	39 th Day	China Sea	65 th Day	Rescued
14 th Day	Thanksgiving		Go Back 3 Days		Go Ahead 1 Day
	Go to 18 th Day	40 th Day	Hong Kong	66 th Day	Clear
15 th Day	Ismailia	41 st Day	Christmas	67 th Day	Pacific Ocean
16 th Day	Red Sea		1 More Throw		Lose 1 Throw
17 th Day	Stormy	42 nd Day	Joss/China	68 th Day	Golden Gate
	Go Back 5 Days	43 rd Day	Canton	69 th Day	Sierra Mountains/ Snow Bound
18 th Day	Ship Strikes a Rock		Lose Next Throw		Lose 3 Throws
	Go Back 18 Days	44 th Day	Hong Kong	70 th Day	Cheyenne Indians
19 th Day	Aden	45 th Day	China Sea		Go Back to Golden Gate
	Go Ahead 5 Days		Go Ahead 3 Days	71 st Day	Omaha
20 th Day	Arabian Sea	46 th Day	China Sea		Go in Centre
	Another Throw	47 th Day	Off Formosa	72 nd Day	Leaving Chicago
21 st Day	Stuck on Sand Bar		Go Back 5 Days		Lose 1 Throw
	Lose 2 Throws	48 th Day	New Year's Day		First Part of Day 73
22 nd Day	Indian Ocean/Stormy		Go Ahead 5 Days		All Records Broken
	Go Back 1 Day	49 th Day	Yokohama		
23 rd Day	Indian Ocean		Go Ahead 1 Day		
24 th Day	Indian Ocean	50 th Day	Yokohama		
		51 st Day	Yeddo		
			One More Throw		

NEW YORK JOURNAL, SUNDAY, FEBRUARY 21, 1897.

AROUND THE WORLD WITH THE YELLOW KID.

BY RUDOLPH BLOCK.



HIGH LIFE IN PARIS--THE YELLOW KID (L'ENFANT JAUNE) TAKES AN AIRING.

DE NEW FRENCH FLAG

Paris is d'hotest stuff wot ever came down d' 'Pike. Just 'tink' 'Here we are in d' town wot Napoleon lived in an' were all d' grate art works in an', say billy, we own d' town, dat's strait, among share billy jolly you frong-say? wot? say de way I'm tink French is de only uv d' hole town. Where did' he talk t' speak so good wot me frond sarna bidhart, Bally I see, I have always spoke French together, no share sady.

color your s'one garving frongsay? me billy, we, I see, je s'one ing peach. An' den t' jolly er about wot you s'one peach o. o.

But say, billy, d' French language what a morker t' English. Ye can't say no match.

Oh man Kelly got wot 'taint don't tell you another 'cause abt' 'till 'till I told jo, I got it's about wot d' quesser game we've strack up against. It gets into wot's got wot's in it an' looks like milk but it's like different, it's orful.

Kelly bust a bottle uv it an' ye'd oter be say him. Wot he'd passed how almost in 'a face he had Paris wot d' bestest city wot he'd ever seen but wot d' bottle was empty Kelly swear dat French out link Paris wot was hand rite behind 'er back. Lis 'tink he s' d' hole town.

A Meal Zola wot d' grate French riter called on us at our hotel wot we arrived, we used t' correspond, billy Mickey he sea come on us sa. Yere too fresh me Lis, Mickey what no common, billy, Lis sea. 'tink don't also yer izner-ence, Mealy I see, don't mind er, she don't speak d' Bingo.

How are dey runder Mickey me Mealy. Forty good me boy, I rindle, hat dey made ye a member uv de Akademy yet? ut not de ole man, but I've got hopes. Mealy Zola is a grate man, billy, he oter lively stories. If I had rite like him I wou'd work, wud you?

Ye fobst 'tink wot we done after we got settled, billy, wot t' take in d' sites o' Paris. Paris is full o' sites sarn uv wot I'll tel ye all about wot we get bak 'cause yer mother mite get this letter. It's both on, billy? o' dey's billy.

d' fobst site wot we staked up accents was d' town uv Napoleon, say dat's a wonder. An' it made me feel orful sad, wot I was standin' over d' toom uv d' gratest man wot ever lived. Jest 'tink I see t' Lis, d' gratest scrapper wot ever lived is tyin' in d' dust at our feet. wot sed Lis he said d' fobst scrapper wot he, den are odder.

but 'tink uv it Lis I see if it had'n been for wot's wot's dat man mite be livin' t' day an' be d' king uv d' hole world. o' I don't no sed Lis he wou'd wot's wot's, he ou'd be like Corbett I see. Say billy ye aint got no lobe how sarkastie dat goll is gettin' since also mot d'

Prints o' Walls she always calls me down, an' don't forget t' call me wot dat Corbett she come off.

It's not ota we seen wot de Eiffel tower with it like dan anything in Paris except d' pipes at our hotel. I daret Bippy Dimpsey it go up an' fall off but he was afraid, he aint got no mind, yere a trade out I see. o' no he sea sceptor like, I'm sartin me d' one with it I get t' Balthazar.

Wit we was lookin' up at d' tower sarna bidhart cum rite' up on her mast, billy fobst she sed, are ye talkin' in d' sites? Yee sed billy d' spoken-aid for d' crowd, wot's ye t'ink we d' Eiffel tower? o' I don't no I see, we've got billy in New York wot's so high dat ye can't get dat tower in d' basement an' nose uv d' tenants wot cum-look in de eye, dat he sea. Dat's de only way I'd wot dem forties.

Den we stred down d' billyard an' say billy, ye'd never guess who we run akraam. It was Countess Catharine, Bille Anne should wot you are no used t' play with wot we was young. She was rillin' in a big corset an' wot she seen me she nearly had a fit.

o' Mickey she orful I'm so glad t' see ye. Ye've grown so lively, wot wot I sed if she aint a supple. I t'ink ye sea runder across me ole frond Anne on d' streets uv Paris. How is d' Count' out o' site, sed Anne. Wot, I orful, already? no no Mickey, don't get saary.

Bay Anne I sed how's d' kid? o' he's d' cutest, sweetest, billy! 'tink wot ever cum down d' Pike. Wot kind uv eyes has he got me Lis. Aint it funny d' way dem golls will talk about kids? Anne invited us t' take dinner at her house dat nite an' dey're all goll' except me. I'll tel ye about dat wot I get bak billy.

Bay dey've got d' funder legs here wot ye ever seen. Dey aint got no kibe an' if ye talk to 'em dey aly ye a s'look. I t'ought dey was tryin' t' kid me at fobst an' I caw'd 'em down, but day was orful polite. Dey remind me uv d' kops down in 'Cherry street nite!

mr. Kelly was comin' home last nite wot a patch on his s'igns fell out uv his mouth, one uv dem John darme wot dey call d' kops picked up d' butt an' stuck it in Kelly's mouth. Bay de ole man was so surprised an' so gratef'ul dat he told d' John darme he ou'd hav d' butt.

o' dey billy if I only had tel ye wot I'm gawra t' do t'raile, ye'd be grow wot jolly. I've got t' get drest now, so good by till rite accen. Remember me t' d' gang.

Yours truly,
MICKY DUGAN.

P. S. Bille Houtan is mad at me, we don't speak. I gave him an orful snak.

DVD Activities



A Race Around the World: The Nellie Bly Board Game

	Nellie Bly	q	q	Nellie Bly
	Nellie Bly	v	v	Nellie Bly
	Nellie Bly	x	x	Nellie Bly
	Nellie Bly	w	w	Nellie Bly
	Nellie Bly	t	t	Nellie Bly
	Nellie Bly	e	e	Nellie Bly
	Nellie Bly	R	R	Nellie Bly
	Nellie Bly	@	@	Nellie Bly

↑
Fold here

↑
Fold here

↑
Fold here

DVD Activities



Dateline: The World

Note: Newspapers give us a “dateline,” the phrase at the beginning of an article that tells where the news item originated. Radio, television, cable, and Internet news sources also include a dateline, each in its own way. By knowing the location of an event, we become better informed about both new events and continuing developments in the world. This lesson utilizes the “dateline” in examining world news.

Standard: I. Culture
 III. People, Places, and Environment
 V. Individuals, Groups, and Institutions
 VII. Production, Distribution, and Consumption
 IX. Global Connections

Grade Level: 7–12

Objectives: The student will:

- Apply general map skills to locate cities and countries
- Apply reading and listening skills to identify key information
- Utilize skills to collect and organize information
- Build upon new and prior knowledge to make global connections
- Utilize critical thinking skills to analyze information and form opinions

Time: 1 class period for preparation
 A period of time specified by the teacher for data collection
 1–2 class periods for reporting

Materials: Political map of the world or list of countries and capitals
 Daily newspapers/weekly news magazines/TV news/cable news programs
 Central Intelligence Agency website—The World Factbook
<http://www.cia.gov/publications/factbook/index.html>
 Newseum—The Interactive Museum of News
<http://www.newseum.org>
 Portals to the World
<http://www.loc.gov/rr/international/portals.html>
 Department of State Daily Press Briefings
<http://www.state.gov/r/pa/prs/dpb/>

Procedures:

- 1 Examine the term “dateline.” Achieve a common understanding of the term by providing students with various examples of news items from different media, and asking where they originated.

Note: In newspapers, the first line of an article tells where the news originated. In other media—radio, television, or the Internet—the same information generally appears at the beginning of the news report and is sometimes repeated at the end.

- 2 Have each student select one news media format as the data collection source for the specified period of time. Emphasize that students should ONLY use the media format selected during the entire data collection period.

- | | |
|---------------------------------------|--------------------------------------|
| Daily newspaper (printed or Internet) | Internet news source |
| Weekly news magazine | Nightly TV broadcast news |
| Cable news program | U.S. State Department daily briefing |

Note: Make sure students in the class select a variety of news sources.

Have students create a three-column chart with the headings of “date,” “loca-

DVD Activities



Dateline: The World

- 3 tion,” and “event.”
 Note: For “event,” ask students to summarize the topic of the news item in a few words.
- 4 During the specified period of time, students should use the media format selected to record information about events that occur outside of the United States. It should be recorded daily or weekly, depending on the media format selected.
 Note: The teacher should identify the kind of news events for students to include. Should they only focus on diplomatic or military relations between nations, or may they also include news about international business, trade, the national politics of other countries, religion, sports, entertainment, food, fashion, or travel?
- 5 At the end of the data collection period, ask students to review the information they collected and report it in one of the following formats:
 Display the locations of the international news events on a political map of the world, using a marker or stickers.
 a
 Display the locations of the international news events on a list of countries and major cities of the world, using a marker or stickers.
 b
 Note: This can be accomplished as an individual, small group, or class activity. As appropriate, the maps or lists can be desk-top, wall, or computer-generated.
- 6 Ask students to analyze the information reported, and identify any patterns they observe. In class discussion or individual written reports, have students present their observations and comments.
 Option: Ask students to make a list of vocabulary words (names of people, groups, terms, etc.) that are unfamiliar to them and necessary for understanding the news event. Have each student create a personal “dictionary” by using various sources to write descriptions or definitions for each of the unfamiliar terms.

Extension Activities:

- 1 Implement the basic lesson procedures, but supplement with these modifications as individual, small group, or class activities:
 a Have students create a chart. In addition to the headings of “date,” “location,” and “event,” add a fourth column. Ask students to characterize the nature of each news item as “positive” (cooperation, growth or development, peaceful activity, etc.), “negative” (conflict, natural disaster, man-made destruction, etc.), or “neutral” (neither positive nor negative).
 b Analyze the nature (positive, negative, or neutral) of the news events reported, and have students respond to the following questions:
 ■ Of the news events reported, were more of them positive, negative, or neutral?

DVD Activities



Dateline: The World

▣ Assume the perspective of a commercial news media outlet that has a goal of attracting more viewers, subscribers, or advertisers. Which kind of news items (positive, negative, or neutral) do you think will be more effective in helping you achieve this goal? Why do you think this might be the case?

c Analyze the nature (positive, negative, or neutral) of the news events by the type of news media format that reported them. Ask students to respond to the following question:

▣ Does the type of news media format seem to make a difference about the number of positive, negative, or neutral news events it reports? If so, what factors might cause this to be the case?

2

Implement the basic lesson procedures, but supplement with these modifications:

a Instead of maps or lists, have students use either hand-drawn or computer-generated charts to report the information.

b Create several groups, and have each group include students who used a variety of news media formats to collect their information.

c Ask students to share their data with the group. Have the group analyze and discuss the data, and respond to the following questions.

▣ Which countries, cities, or regions of the world appeared most frequently in the news?

▣ Based on the news events reported, why did these countries, cities, or regions appear in the news frequently?

▣ What factors might cause some countries, cities, or regions to appear in the news more frequently than others?

d Have the groups share their responses with the class. Discuss the responses, and draw some conclusions based on the information presented.

3

During the data collection period, ask students to identify international news events that also have a local connection. Ask them to describe the local connection.

a Examine how the event was reported by the “national media” and how it was reported by the “local media.”

b Compare the “national” and “local” coverage of the event and determine if there was a difference in how it was presented by the media. If so, describe the difference and explain why this might be the case. ✎

DVD Activities

In Defense of the Press

Note: Freedom of speech and freedom of the press were not part of the original U.S. Constitution. However, they were soon added in the Bill of Rights. The First Amendment includes these two rights, but it does not provide a clear definition of them. To further complicate matters, the First Amendment is written in negative language, denying the Federal Government the power to limit these rights. As a result, over the course of our history, these freedoms have been both challenged and supported by Federal legislation and Supreme Court decisions. This lesson focuses on the struggle to clarify these rights through Federal legislative, executive, and judicial action.

Standard: I. Culture
 II. Time, Continuity, and Change
 IV. Individual Development and Identity
 V. Individuals, Groups, and Institutions
 VI. Power, Authority, and Governance
 VIII. Science, Technology, and Society
 X. Civic Ideals and Practices

Grade Level: 7–12

Objectives: The student will:

-  Use the Internet and other resources to conduct research
-  Build on new and prior knowledge to analyze information and make connections
-  Examine the Constitution and the rights exercised by the news media
-  Describe the relationship of the Federal Government and the news media through both historical and contemporary events

Time: 1–3 class periods suggested

Materials: United States Constitution
 American history or government textbook, or reference books
 U.S. Government  <http://www.firstgov.gov>
 Bill of Rights Institute  <http://www.billofrightsinstitute.org/Instructional/TeachingGuides/Media/intro.htm>
 Famous Trials  <http://www.law.umkc.edu/faculty/projects/ftrials/ftrials.htm>
 1st Amendment Center  <http://www.firstamendmentcenter.org>
 Newseum/War Stories  <http://www.newseum.org/warstories>

Procedures:

1 Examine the 1735 trial of John Peter Zenger, a newspaper publisher in Colonial America, to determine the role of this trial in establishing freedom of the press in the United States.

- a** Use print or electronic resources to gather the following information about the Zenger case:
- What did John Peter Zenger do to be accused of a crime?
 - What was the prevailing legal view at the time regarding his actions?
 - Who were William Cosby and Andrew Hamilton, and what were their roles in the Zenger case?
 - What did the jury decide in this case?
 - Why was the decision in this case an important step in establishing freedom of the press in the United States?

DVD Activities



In Defense of the Press

- b** After students research the case, have them present their findings. Assign this responsibility to individual students or to small groups, as oral or written reports, presentations, discussions, such as the following:
- Oral reports that address each of the research questions
 - A written report that presents the facts of the case
 - A debate based on the facts, with students taking sides for and against Zenger
 - An opinion paper that focuses on the importance of the case
 - A “newspaper editorial” defending or criticizing the jury’s decision
 - A fictionalized re-enactment of the case, based on the facts

Extension Activities

1

Implement the research and reporting procedures of the basic lesson, but use the following case and questions:

Schenk v. United States Charles Schenk was a pamphlet publisher. His case was decided in 1919, but Schenk’s actions occurred two years earlier, during World War I. Gather the following information about the Schenk case:

- What actions caused Charles Schenk to be accused of a crime?
- What was the legal basis for accusing Charles Schenk of a crime?
- What were the Espionage Act (1917) and the Sedition Act (1918), and what roles did they play in this case?
- Who was Oliver Wendell Holmes, and what was his role in this case?
- What was the court decision in *Schenk v. United States*?
- What important legal principle was established by the decision in *Schenk v. United States*?

2

Implement the research and reporting procedures of the basic lesson, but use the following case and questions:

New York Times v. United States In the midst of the Vietnam war, the *New York Times* was taken to court by the U.S. Government. This also became known as the “Pentagon Papers Case.” Gather the following information about this 1971 case:

- Why was the *New York Times* taken to court by the U.S. Government?
- What was the U.S. Government trying to accomplish through this case?
- What were the “Pentagon Papers,” and what did they have to do with this case?
- Who were Warren Burger and Daniel Ellsberg, and what were their roles in this case?
- What was the decision in *New York Times v. United States*?
- What important legal principle was established by the decision in *New York Times v. United States*?

DVD Activities



In Defense of the Press

3 Identify more recent situations in which news media organizations, editorial writers, or individual journalists have been critical of the President's actions or his views on a particular issue. Respond to the following, and provide support for your answers:

- ▢ In these recent situations, how have these organizations or individuals been treated by the Federal Government?
- ▢ How would they have been treated during the time of John Peter Zenger?
- ▢ Describe the importance of the legal principles established by *Schenk v. United States* and *New York Times v. United States* for these more modern situations.

Note: Consider the same reporting options as suggested in the basic lesson.

4 Examine how reporters, photographers, and the news media in the United States have covered military events and their aftermath during periods of war.

a Select one or more of the following conflicts involving the United States: the Civil War, the Spanish-American War, World War I, World War II, the Korean War, the Vietnam War, the U.S. invasion of Grenada, the Persian Gulf War, the U.S. invasion of Afghanistan, and the U.S. invasion of Iraq.

b Research the role of the news media in each conflict selected, and answer the following questions:

At the time of the conflict, what kind of technology was available to reporters, photographers, and the news media for documenting and communicating to the public the events they witnessed?

How did reporters, photographers, and the news media cover the conflict and inform the U.S. public about the events that took place?

c Identify individual reporters, photographers, publishers, or others who played an important role in the news media at the time of each conflict, and respond to the following:

Who were these individuals?

What role did they play in reporting about the war to the U.S. public?

Did they make any significant contribution to the news media industry or to freedom of speech or freedom of the press? If so, describe that contribution.

d After students research the conflicts, have them present their findings. Assign this responsibility to individual students or to small groups as oral or written reports, presentations, or discussions, such as:

- ▢ Oral reports that address the research questions for each conflict.
- ▢ Written reports that present responses to the questions.
- ▢ Presentations comparing the media's role in two or more conflicts.
- ▢ Debates supporting or criticizing how the media covered each conflict and informed the public about it. ✱

DVD Activities



Presidential Press Conferences

Standard: I. Culture
 II. Time, Continuity, and Change
 V. Individuals, Groups, and Institutions
 VI. Power, Authority, and Governance
 IX. Global Connections
 X. Civic Ideals and Practices

Grade Level: 9–12

Objectives: The student will:

- Examine the history of presidential press conferences
- Evaluate the role of the press in diplomacy
- Compare and contrast styles of selected presidents in conducting press conferences
- Hold a press conference

Time: 2 or more class periods

Procedures:

1

Determine what students know about Presidential press conferences. Ask students to describe a Presidential press conference. Where does it take place? Who is involved? What format does the President follow? How does the President choose the questioners? Who is in the audience? How long is a typical press conference? How many press conferences does a President hold? (Refer to *Facts about Presidential Press Conferences* for some answers.) A thorough examination of the Presidential press conference (through the Presidency of Jimmy Carter) is available at:

<http://webstorage1.mcpa.virginia.edu/library/mc/forums/publishedpress1.pdf>.

A Commission report identifying needed modifications of press conferences, which included Ronald Reagan and subsequent presidents, is found at:

<http://millercenter.virginia.edu/programs/>

A more general description of press conferences is available at:

<http://www.museum.tv/archives/etv/P/htmlP/pressconfere/presconfere.htm>

2

Divide students into six groups. Each group will read a transcript of a different Presidential press conference. Presidents represented are:

Franklin D. Roosevelt [Lend Lease]

<http://www.fdrlibrary.marist.edu/odllpc2.html>

John F. Kennedy [References to Vietnam]

http://www.cs.umb.edu/~rwhealan/jfk/jfk_press_conference_611011.html

Richard M. Nixon [During Watergate]

<http://www.presidency.ucsb.edu/ws/index.php?pid=4377&st=&st1>

Ronald W. Reagan [Moscow Summit]

<http://www.presidency.ucsb.edu/ws/index.php?pid=35903&st=&st1>

William J. Clinton [Kosovo, etc.]

<http://www.presidency.ucsb.edu/ws/index.php?pid=57287&st=&st1>

George W. Bush [Iraq]

<http://www.whitehouse.gov/news/releases/2004/04/20040413-20.html>

DVD Activities



Presidential Press Conferences

- 3 Students can view press conferences in addition to, or instead of, reading transcripts. Four “live” conferences are available via C-SPAN at:
<http://www.c-span.org/classroom/govt/pressconferences.asp>
- 4 Whether reading transcripts or viewing actual press conferences, direct students to analyze the press conferences using these guidelines:
 - a What is the content of the opening statement? Identify subjects mentioned. Does one topic dominate the statement?
 - b Analyze reporters’ questions. Are a variety of questions asked, or does one topic appear and reappear? What follow-up questions are asked?
 - c What is the tone of the questions? Are the reporters and/or the President at odds with each other? How is this manifested?
 - d What domestic and foreign policy issues are addressed?
 - e Does the President always answer the questions asked? If not, give an example.
 - f Research the main topics presented by the reporters, as well as by the President in his opening statement. What was happening at this time in U.S. history?
- 5 Each group should present a summary of its findings regarding each transcript. First, present the background information about key topics discussed in the conference. Next, describe the style, techniques, and knowledge displayed by the President. Finally, was this a successful press conference for the President? Why or why not?
- 6 As a class, compare and contrast the information assembled about the presidents and their press conferences. How do these press conferences reflect the successes and failures of each President while in office? What images remain of each President? Are such images often enhanced by their public appearances and responses to questions during their Presidencies?

Extension Activities:

- 1 Divide the class into six groups. Assign each group one of the Presidential press conference transcripts. Do NOT reveal to other classmates which President was assigned to each group. After reading the transcripts, have students choose key selections from the President’s opening statement and some questions/answers involving the reporters. Each group should present this information to the remainder of the class, without revealing the name of their assigned President. The class should then decide which President is presented. This should be done by each of the six groups. (This ties historical events to Presidents, and determines whether students can make the appropriate associations.)
- 2 Conduct a press conference using any President—past or current. Select a student to play the role of the President. The remainder of the class should represent the press corps. ✨

DVD Activities

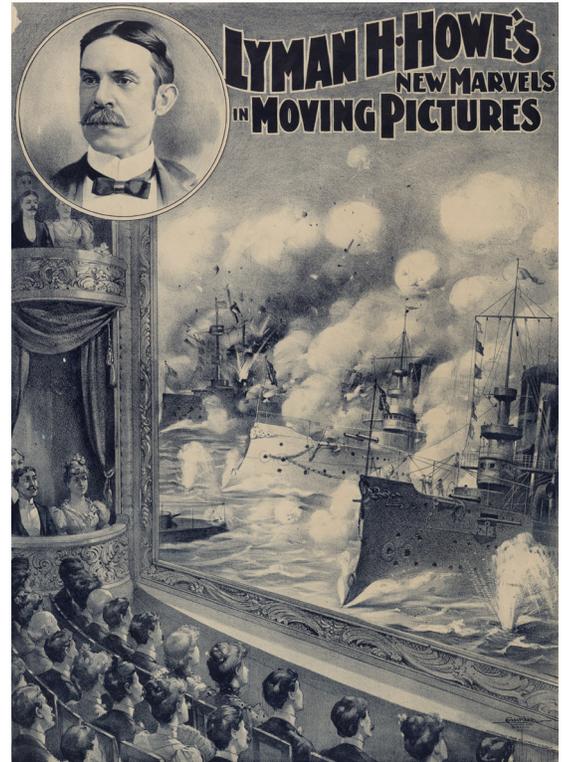


Technology & Media: Closer to the News

- Standard: I. Culture
II. Time, Continuity, and Change
VI. Power, Authority, and Governance
VII. Production, Distribution, and Consumption
VIII. Science, Technology, and Society
IX. Global Connections
X. Civic Ideals and Practices
- Grade Level: 9–12
- Objectives: The student will:
- Explore the impact of technology on reporting of the news
 - Relate certain historical events to the development of types of media
 - Assess the impact of quicker access to the news
- Time: 1–2 class periods
- Materials: Chart: Technology and Media: Closer to the News (supplied)
Primary Documents: Technology and Media: Closer to the News (supplied)
Access to Chronology in Curriculum materials
- Procedures:
- 1 Provide students with Primary Documents: *Technology and Media: Closer to the News*. Have students arrange these images chronologically, from earliest to most recent, by numbering the images 1–18.
 - 2 Distribute copies of the chart: *Technology and Media: Closer to the News*. Have students place the letter of each image on the chart, according to the ranking they selected. Complete as much of the chart as possible, using only information provided by these photos, documents, etc. Discuss students' findings.
 - 3 Reveal the information provided for each of the thirteen items. Have students further complete the chart, including rearranging the chronology, if necessary.
 - 4 Discuss the intertwining of media, technology, and the news, as revealed by the chart's information.
- Extension Activities:
- 1 Enlarge and copy the photograph of children watching the television while the man read a newspaper. Prepare and show using a transparency.
 - 2 Have students “update” this photograph. How would they change the picture to more accurately reflect today's society? What changes would they make? What technological advances might replace the television and newspaper? Discuss their findings. ✱

DVD Activities

Technology & Media: Closer to the News



Photos A, B, and C—Library of Congress
Photo D—AP Photos

DVD Activities



Technology & Media: Closer to the News

E



F



G



DVD Activities

Technology & Media: Closer to the News



Photos H and J—Library of Congress
Photo I—AP Photos

DVD Activities

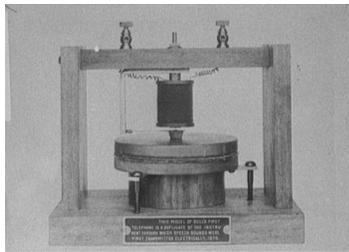
Technology & Media: Closer to the News



K



L



M



N



DVD Activities

Technology & Media: Closer to the News



Photos Q and R—Library of Congress
Photos O and P—AP Photos



DVD Activities



Technology & Media: Closer to the News

Images: Chronological Order	Type of Technology	Media Impact on News Coverage	Event Possibly Portrayed in Image	Possible Date for Image
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				

“TODAY IN WASHINGTON”

- ⑧
- ③
- ⑨
- ⑩
- ⑤
- ①
- ⑥
- ⑦
- ⑩
- ①
- ②
- ③
- ⑥
- ④

The Media and Diplomacy

DVD Activities



Money Makes the News Go Round

Note: The news media is more than a means for creating an informed U.S. citizenry, as Thomas Jefferson advocated. It is also a business, often with a range of other interests. In some cases it may not even be American, but be owned by an international conglomerate. The media presents not only news and opinions about political matters and foreign affairs, but also entertainment, practical information for daily life, and much more. Consumers, subscribers, and advertisers are drawn to various media for all that they have to offer. This lesson focuses on the balance between news as an information service and news as a business.

Standard: V. Individuals, Groups, and Institutions
VII. Production, Distribution, and Consumption
IX. Global Connections

Grade Level: 7–12

Objectives: The student will:

- Examine the relationship between the media and economics
- Apply research skills to collect and organize information
- Apply reading and listening skills to identify key information
- Utilize critical thinking skills to analyze data and draw conclusions

Time: 3–5 class periods

Materials: Daily newspapers and weekly news magazines
Radio, television, and cable news programs
Media websites listed in this instructional packet
Central Intelligence Agency website—The World Factbook
 <http://www.cia.gov/cia/publications/factbook/index.html>
Newseum—The Interactive Museum of News
 <http://www.newseum.org/>
I Want Media
 <http://www.iwantmedia.com/index.html>

Procedures: Consider the news media an example of the economic principle of “supply and demand.” Some people want news and information and others are willing and able to provide it. As with any economic activity, consumers and producers each encounter costs and benefits.

1 Create several small groups and assign each one a different news media format from the following list:

- Daily newspapers
- Weekly news magazines
- Commercial radio news programs
- Public radio news programs
- Commercial broadcast or cable news programs
- Public television news programs
- Internet news sources

Options: Depending on the availability to students of news resources, ask them to review samples of news media formats at home, or bring samples to examine in class, or provide samples for students to examine in class.

DVD Activities



Money Makes the News Go Round

2 Ask each group to examine characteristics of the particular news media format assigned to it. Have students answer each of the following questions by making descriptive lists and providing examples to support their answers:

a What is required for this particular news media format to gather information and produce its particular kind of news reporting?

b What “costs” does this particular news format have in bringing the news from its source somewhere in the world to the consumer.

Note: For purposes of this activity, consider “cost” to be something in the process of gathering and presenting news that requires an expenditure of time or money.

How does this particular news format pay for these “costs”?

c Is there a “cost” to the consumer for receiving the news in this particular format? If so, what is it? How does the consumer pay for that

d “cost”?

e What are the “benefits” to the news media? What are the “benefits” to the consumer?

3 Have each group present its responses to the class. Ask students to include examples that provide visual or audio evidence to support their responses.

4 Compare what the groups learned and reported about the characteristics of the news media format examined. Ask students to address the following questions, either in class discussion or individual written responses, and to provide evidence supporting their responses.

a What can you conclude about the relationship between economics and the reporting of news events around the world?

b How do you think the “costs” of gathering and reporting local, national, or international news influence the events that a particular news format presents?

c How do you think “costs” to the consumer influence the choice of news media formats a consumer accesses?

Extension Activities:

1 The following can be accomplished as individual, small group, or whole class activities.

a Identify examples from the DVD/DVD script or the “real world” to explain how various media formats have made news and information more widely available to the general public, or made it more affordable for the public. Describe how this was accomplished.

2 Implement Steps 1 and 3 of the basic lesson procedures. For Step 2, have students answer these questions and provide evidence to support their responses.

a Are there some “costs” that are common to every news media format? If so, identify them and discuss why this is the case.

b Are there “costs” that some news media formats have that others do not? If so, identify them and discuss why that may be the case.

DVD Activities



Money Makes the News Go Round

- c** Do some news media formats appear to be more “cost effective” (less expensive) than others? If so, identify them and discuss why that may be the case.
- d** Are “costs” to consumers less for some news media formats than other? If so, identify them and discuss why that may be the case.

3 Implement Steps 1 and 3 of the basic lesson procedures. For Step 2, have students answer these questions and provide evidence to support their responses.

- a** Are there some news formats that can provide citizens with more current and immediate coverage of international news and events? If so, identify them and tell why you believe this is the case.
- b** Are there some news formats that can provide citizens with more complete and in-depth coverage of international news and events? If so, identify them and tell why you believe this is the case.
- c** How do you think the “costs” of producing news influence the kind of events presented by a particular news format?
- d** How do you think the choice of news media formats affects a consumer’s ability to be informed about international relations and other cultures?

4 Conduct a survey to determine what news formats people of different ages regularly use to learn about news from around the world.

- a** Select five (5) people from each of these age groups: 12–19; 20–35; 36–55; and over 55.
- b** Ask each person the following questions, and record their responses:
Do you use the news media to learn about events around the world?
If their response is “no,” ask the person:
.... Why not?
.... What would it take for you to begin do this?
If their response is “yes,” ask the person:
.... How often do you this?
.... What news format do you use most frequently? (Use the list of news formats in Procedures: Step 1.)
- c** Create a chart to report the responses. The chart should have four (4) columns, one for each age group, and seven (7) rows, one for each question.
- d** Review the information collected. Analyze it to determine if there is evidence of patterns related to:
.... the age of the consumer
.... the “costs” of the news to the consumer
.... the communications technology available to the consumer
- e** Describe any patterns found and present conclusions in an oral or written report. ✎

DVD Activities



Media and Foreign Policy: Up Close and Personal

Standard:

- I. Culture
- II. Time, Continuity, and Change
- III. People, Places, and Environments
- VI. Power, Authority, and Governance
- VIII. Science, Technology, and Society
- IX. Global Connections
- X. Civic Ideals and Practices

Grade Level:

9–12

Objectives:

The student will:

- Explore the impact of television on diplomacy
- Assess the events that prompted the evolution of TV news coverage
- Determine how involved the media should be in presenting news

Time:

1–5 class periods

Materials:

Access to online research
U.S. history textbooks

Procedures:

- 1 Alternate assigning students each of the topics listed below in Step #6.
- 2 Provide students with these instructions:
Collect background information about your assigned topic. Determine why it is considered a significant moment in media history. Did it increase the impact of media on the making of American foreign policy? What were/are the far-reaching effects of this event? How has this coverage defined the United States for its citizens? How has this coverage defined the United States in the world? Did this event generate controversy? Does controversy exist today? Choose to approve or disapprove the interaction of the media with your assigned topic. Be able to support your decision.
- 3 After individual research, have students with common topics form groups.
- 4 Compile information and prepare to present findings to the class. Reach a group consensus with answers to the research questions.
- 5 Each group should present the required information, and also support the argument that its particular event was MOST influential in the enhancement of television coverage of a past specific event, current events, and/or continuing long-term effects.
- 6 Topics:
 - a Vietnam: “The Living Room War”
 - b The Iranian Hostage Crisis and *Nightline*
 - c CNN and coverage of the First Gulf War
 - d Al-Jazeera and monitoring of events in the Middle East ✱

DVD Activities



A Sense of Place

- Standard: I. Culture
III. People, Places, and Environment
IX. Global Connections
- Grade Level: 7–12
- Objectives: The student will:
- Contemplate what makes a place familiar
 - Relate the media to images of place
 - Determine if a sense of place can be achieved through the media
- Time: 1 class period
- Materials: Images (supplied)
- Procedures: Note: In the study of geography, especially Human Geography, students are asked to consider what makes a “place” more unique than just a “space.” A variety of responses are available, but all combine to reflect how we become familiar enough with a space that it becomes a place of which we have knowledge, familiarity, and, essentially, a sense of belonging. A place is unique, with defining characteristics, often cultural in context. What if you experience a place without being there? Is it possible to feel a sense of connection to a place from oral and written words? Could this connection come from experiencing a place via visual media? This activity addresses the possibility that modern technology brings us so “up close and personal” to people and foreign places, that we can view a space as a place.
- 1 Have students brainstorm how a new “space” has become a “place” to them. Provide examples, if necessary. “When you moved to a new home, what happened to make it a special place for you, rather than a new space?” This question can apply to a new school, hometown, a summer camp, etc.
 - 2 Emphasize for students what it took for them to develop a “comfort zone” within the confines of these new places.
 - 3 Show students the images included with this lesson.
 - 4 Ask students what each of these photos has in common?
 - How do these photos demonstrate the power of television and the ability to view stories anytime?
 - How does this bring news into one’s life?
 - What places in the world are clear to you after seeing them over and over via the media?
 - About which places in the world do you know the most? Would this knowledge exist without the medium of television?
 - 5 Have students choose a location anywhere in the world, including the United States, that they have NOT visited, but seems most familiar to them. Have students write a description of this place and explain how it has become so familiar to them.
 - 6 Have students share their responses; determine what is similar and different in their writings. Analyze the role that the media plays in simplifying world events to fit within a viewing screen. ✨

DVD Activities



A Sense of Place



An electronics store employee watches as a TV news program broadcasts a surveillance video, which the program says shows a Palestinian suicide bomber exploding a bomb (left, top of screen) outside a shopping mall in Netanya, Israel, on December 5, 2005. Source: AP Photos



People hold candles as Pope John Paul II is seen on a giant screen during a Good Friday torchlight procession in front of the Coliseum in Rome on March 25, 2005. The Pope is seen watching TV since, for the first time in 26 years, he did not attend the procession. Source: AP Photos

DVD Activities



A Sense of Place



Iraqi soldiers in their barracks in Karabilah, Iraq, watch Saddam Hussein on trial on December 5, 2005. Source: AP Photos



A customer watches television as he shops at an electronics superstore in Seattle, Washington, December 5, 2005. Source: AP Photos

DVD Activities



The Power of the Press: Myth or Reality?

Standard: I. Culture
 II. Time, Continuity, and Change
 V. Individuals, Groups, and Identity
 VI. Power, Authority, and Governance
 VIII. Science, Technology, and Society
 IX. Global Connections
 X. Civic Ideals and Practices

Grade Level: 9–12

Objectives: The student will:

- Analyze different methods and motives involved in the development of foreign policy, specifically related to the role of the media
- Determine the extent of media involvement in specific events
- Assess primary source documents

Time: 1 class period (minimum)

Materials: Handouts of questions and primary documents (supplied)

Procedures: Use materials (Documents A-K) for a document-based question (DBQ) in Advanced Placement and other U.S. History or Civics classes. Prompt for students:

“To what degree and in what ways did the media influence increased U.S. involvement in world affairs between 1890 and 1920?”

Extension Activities:

- 1** Divide the documents among the students. Have each student or small group explain how the assigned document does or does not reveal the media as a major influence on the foreign policy depicted in the primary source.
- 2** Divide the documents among students. Research assigned documents to explain the historic event(s) associated with each source.
- 3** Collect current newspaper headlines, political cartoons, or video stories from the Internet. Discuss the ramifications of the media’s involvement. Are stories sensationalized? Is a political bias obvious? Does the media create stories or report news events as they occur? Is there a mixture of creation and reporting in most news coverage? ✎

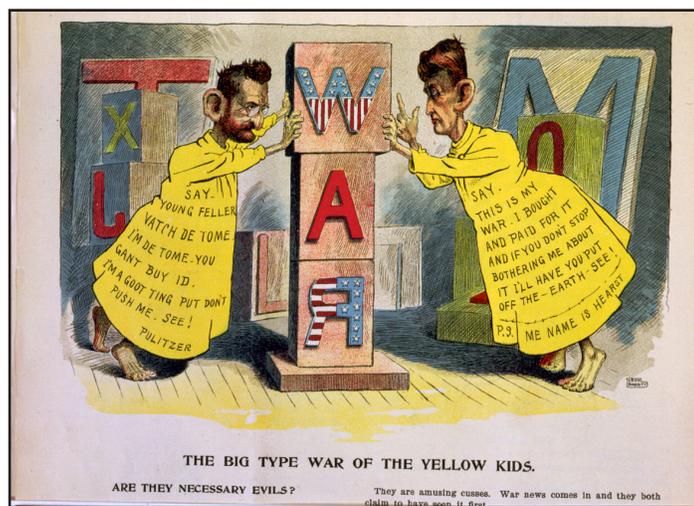
DVD Activities

The Power of the Press: Myth or Reality?

A "Hawaii's Ex-Queen Files a Protest"
Newspaper clipping, 1897 [LC-USZ62-105893]



B "The Big Type War of the Yellow Kids"
Lithograph by Leon Barritt, June 29, 1898 [LC-USZ62-34261]



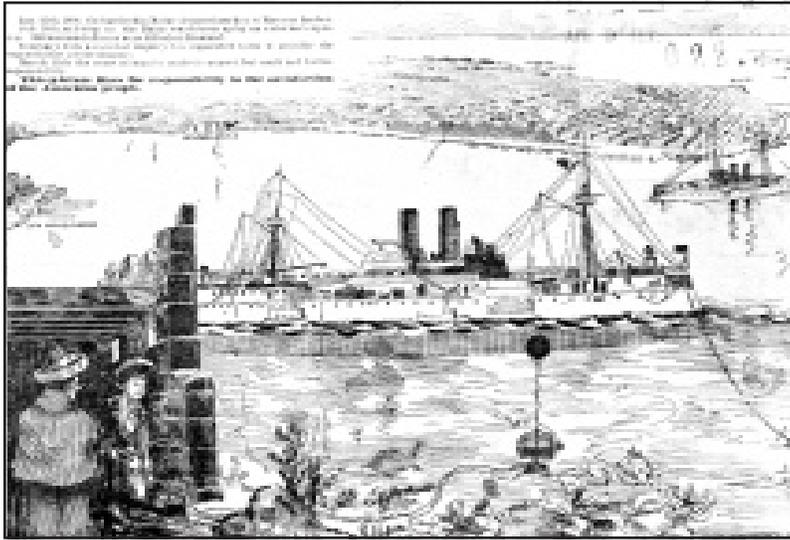
DVD Activities



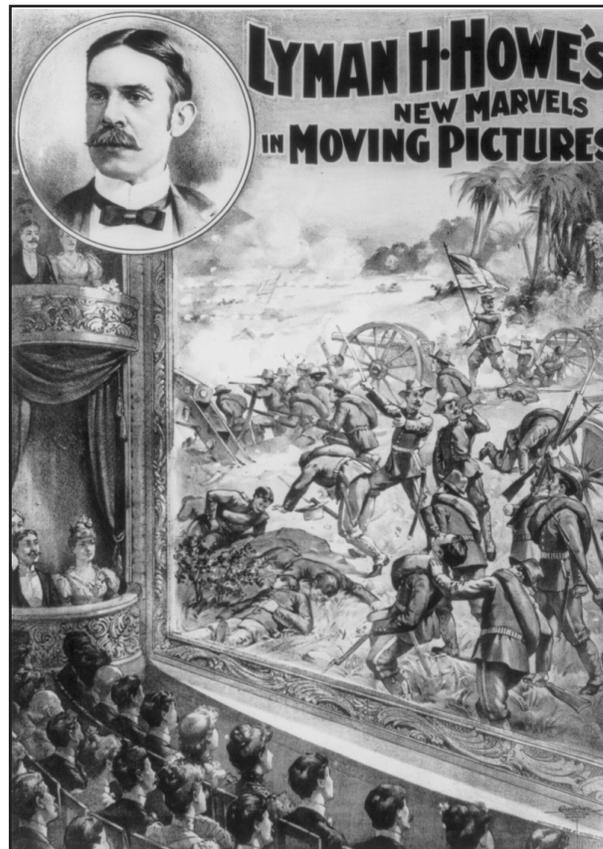
The Power of the Press: Myth or Reality?



"A Solution to the Maine Explosion"
Engraving/Indpl's Eng. Elect. Co., 1898 [LC-USZ62-105376]



"Lyman H. Howe's New Marvels
in Moving Pictures"
Poster/Courier Lithograph Co., c1898
[LC-USZ62-2079]



DVD Activities



The Power of the Press: Myth or Reality?



"Hit Him Hard! President McKinley: Mosquitoes seem to be worse here in the Philippines than they were in Cuba"

Lithograph/Grant Hamilton, 1899
[LC-USZC4-6317]



"Aguinaldo's Case Against the United States"

By A Filipino*/North American Review, Vol. 169, Issue 514, September 1899

"A short time ago, the American people were painfully shocked into a sense of the truth as to the condition of affairs in the Philippine Islands, by the protests of the newspaper correspondences that Gen. Otis was deliberately falsifying the reports of the Philippine campaign to suit public vanity. This by means of a rigid censorship, instituted by his sovereign commands, he has done in the most efficacious manner, and the American people awoke the other day, not, like the English poet Byron, to find themselves famous, but to realize the fact that they have been miserably dupped. The resignation or demission of Secretary Alger was a necessary consequence of this revelation. We Filipinos have all along believed that if the American nation at large knew exactly, as we do, what is daily happening in the Philippine Islands, they would rise en masse, and demand that this barbaric war should stop. There are other methods of securing sovereignty the true and lasting sovereignty that has its foundation in the hearts of the people. Has not the great of English poets said:

'Kind hearts and more than coronets,
And simple faith than Norman blood.'

"And, did America recognize this fact, she would cease to be the laughing stock of other civilized nations, as she became when she abandoned her traditions and set up a double standard of government by consent in America, government by force in the Philippine Islands.

**This article was written by an authorized personal representative of Aguinaldo. For diplomatic reasons he considers it unwise to attach his signature. EDITOR N.A.R.*

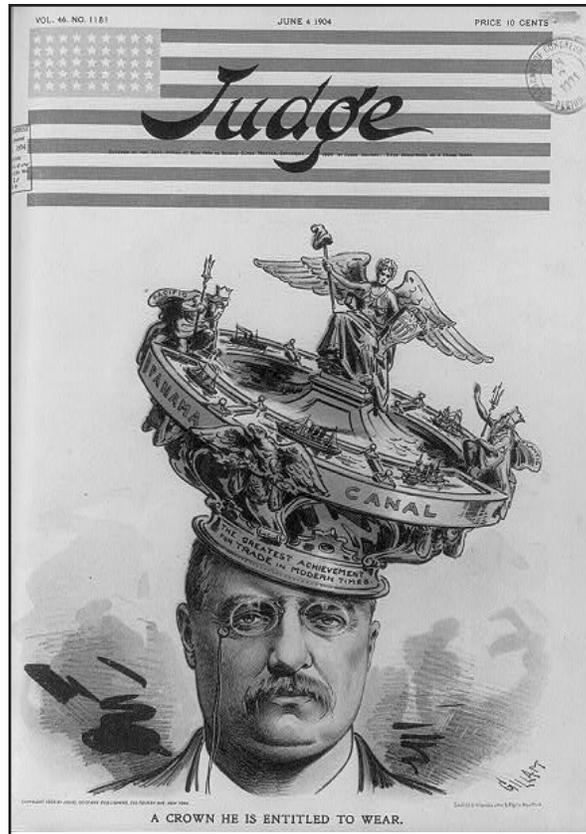
DVD Activities



The Power of the Press: Myth or Reality?

G

"A Crown He is Entitled to Wear"
Lithograph/Gillam, 1904
[LC-USZ62-75561]



H

"Theodore Roosevelt on a steam-powered digging machine during the construction of the Panama Canal"
1908 [LC-USZ62-85403]



DVD Activities



The Power of the Press: Myth or Reality?



"Official Announcement by the U.S. Government Press Bureau Regarding Destroyers"
George Creel, 1917

"Accompanying the first U. S. Transport Fleet to France, German submarines attacked the transports in force. They were outfought by the American escorting destroyers, and at least one submarine was destroyed.

"No American ship was hit, and not a life lost. The German submarines attacked twice. On both occasions the U-boats were beaten off with every appearance of loss. One boat was certainly sunk, and there is reason to believe that the accurate fire of our gunners sent others to the bottom.

"For the purposes of convenience the expedition was divided into contingents. Each contingent was composed of troopships and a naval escort designed to keep off such German raiders as might be met with. An ocean rendezvous was arranged with the American destroyers now operating in European waters in order that the passage through the danger zone might be attended by every possible protection.

"The first attack occurred at 10.30 p.m. on June 22nd. What gives it a peculiar and disturbing significance is that our ships were set upon at a point well on this side of the rendezvous, in a part of the Atlantic which might have been presumed free from submarines.

"The attack was made in force, and although the night made it impossible to arrive at an exact count, it was clear that the U-boats had gathered for what they deemed would be a slaughter. The heavy gunfire of the American destroyers scattered the submarines. It is not known how many torpedoes were launched, but at least five were counted.

"The second attack was launched a few days later against another contingent, the point of attack being beyond the rendezvous. Not only did the destroyers hold the U-boats at a safe distance, but their speed resulted in the sinking of at least one submarine. Grenades were used, firing a charge of explosives timed to go off at a certain distance under water.

"In one instance the wreckage covered the surface of the sea after a shot at a periscope, and reports claim that the boat was sunk.

"Protected by our high-seas convoy, destroyers, and by French war vessels, the contingent proceeded and joined the others at the French port. The whole nation will rejoice that so great a peril was passed by the vanguard of the men who will fight our battles in France."



"President Woodrow Wilson's War Message"
65th Congress, First Session, 1917

"It is a war against all nations. American ships have been sunk, American lives taken, in ways which it has stirred us very deeply to learn of, but the ships and people of other neutral and friendly nations have been sunk and overwhelmed in the waters in the same way. There has been no discrimination. The challenge is to all mankind. Each nation must decide for itself how it will meet it. The choice we make for ourselves must be made with a moderation of counsel and a temperateness of judgment befitting our character and our motives as a nation. We must put excited feeling away. Our motive will not be revenge or the victorious assertion of the physical might of the nation, but only the vindication of right, of human right, of which we are only a single champion."

DVD Activities



The Power of the Press: Myth or Reality?



"President Woodrow Wilson's speech in Pueblo, Colorado"
September 25, 1919

"Mr. Chairman and fellow citizens: It is with great pleasure that I find myself in Pueblo, and I feel it a compliment that I should be permitted to be the first speaker in this beautiful hall. One of the advantages of this hall, as I look about, is that you are not too far away from me, because there is nothing so reassuring to men who are trying to express the public sentiment as getting into real personal contact with their fellow citizens...

"The chief pleasure of my trip has been that it has nothing to do with my personal fortunes, that it has nothing to do with my personal reputation, that it has nothing to do with anything except the great principles uttered by Americans of all sorts and of all parties which we are now trying to realize at this crisis in the affairs of the world.

"But there have been unpleasant impressions as well as pleasant impressions, my fellow citizens, as I have crossed the continent. I have perceived more and more that men have been busy creating an absolutely false impression of what the treaty of peace and the Covenant of the League of Nations contain and mean....

"Don't think of this treaty so much as merely a settlement with Germany. It is that. It is a very severe settlement with Germany, but there is not anything in it that she did not earn [applause]....

"But the treaty is so much more than that. It is not merely a settlement with Germany; it is a readjustment of those great injustices which underlay the whole structure of European and Asiatic societies. Of course this is only the first of several treaties. They are constructed under the same plan....

"But at the front of this great treaty is put the Covenant of the League of Nations. It will be at the front of the Austrian treaty and the Hungarian treaty and the Bulgarian treaty and the treaty with Turkey. Every one of them will contain the Covenant of the League of Nations, because you cannot work any of them without the Covenant of the League of Nations. Unless you get united, concerted purpose and power of the great governments of the world behind this settlement, it will fall down like a house of cards."

DVD Activities

The Yellow Kid and Icons: “Out of the Mouths of...”

Standard: I. Culture
V. Individuals, Groups, and Institutions
VI. Power, Authority, and Governance
VII. Production, Distribution, and Consumption
X. Civic Ideals and Practices

Grade Level: 7–12

Objectives: The student will:

-  Understand the role of The Yellow Kid in journalism
-  Relate to The Yellow Kid as an iconic spokesperson for groups of people
-  Introduce the concept of an icon as a symbolic representative of a group or groups
-  Create icons as spokespersons for current groups and issues

Time: 1–2 class periods

Materials: Background information about The Yellow Kid
Transparency of The Yellow Kid cartoon

Procedures: Background information for teacher:

By 1895, cartoonist Richard Felton Outcault’s creation, The Yellow Kid, had evolved from the June 2, 1894 edition of *Truth* magazine to full-page color drawings under the title Hogan’s Alley (a street sign used in early *Truth* cartoons) in Joseph Pulitzer’s newspaper, *The New York World*. This distinctive street kid, wearing a bright yellow nightshirt, and sporting a bald head with large ears and two teeth, and dialog written on his nightshirt, became a cartoon social commentator for the *New York World*.

The Kid was a huge commercial success. Dolls, candy, cigars, and other goods bore the image of the Yellow Kid. The cartoon inspired theatre and vaudeville shows across the country. The Kid was the spokesperson for the common man, the underprivileged, and the working class. Most of his commentary was about everyday life in the city’s tenements, the ethnic groups living in New York, and class divisions. The Kid was an icon for the “little guy.”

William Randolph Hearst lured Outcault from the *World* to *The New York Journal* in 1896. Thus began the battle of the newspapers, with each relying on different versions of the Kid. The comic strip was printed with a special yellow ink and eventually, the phrase “yellow journalism” was coined. Although The Yellow Kid was associated with domestic social commentary, the phrase “yellow journalism” extended to the attempts by Hearst and Pulitzer to scoop each other via sensationalized local and international news stories. The impact of this type of journalism extends to present-day reporting of the news.

- 1 Introduce and explain the role of The Yellow Kid in journalism of the 1890s.
- 2 Show the picture of The Yellow Kid and explain that his social commentary was often displayed on his yellow nightshirt (but not always).
- 3 Have students define the word “icon” (an image, figure, representation).

Continued on Page 84

DVD Activities



The Yellow Kid and Icons: “Out of the Mouths of...”



DVD Activities



The Yellow Kid and Icons: “Out of the Mouths of...”

- 4 Have students determine other icons that exist as representatives of groups or historical eras. Examples: Uncle Sam, John Bull, Brother Jonathan, Smokey Bear, Mahatma Gandhi, and Ernesto “Che” Guevara.
 - 5 Introduce the concept that an icon can be a person of note or a symbol attached to a group, country, or cause. In the case of this activity, an icon will be used as a symbolic representative of today’s world.
 - 6 Assign students the task of creating an imaginary icon (much as The Yellow Kid was) that can best comment on social, economic, or political issues in the United States and the world. Who would they like their “mouthpiece” to be? Have them draw this image and add a caption addressing a specific issue.
- Have students share their creations with each other, first, in groups of four to five students. Does one icon stand out for all students in each group? Discuss why, if this occurs. Then, share group thoughts with the entire class.
- 7

Ask students:

 - a What types of icons were created?
 - b Were icons real people or imaginary figures?
 - c Are there similarities or differences among the icons?
 - d What issues do these icons address?
 - e Often, icons are associated with religions. Did anyone create a religious image? Discuss why or why not.
 - 9 Using wall space or a bulletin board, create a collage of the icons created by the class. As new lessons are introduced in the classroom, refer to the icons and ask students how their respective icons would respond to a new topic being studied or an event in the news.
 - 10 Use the icons as “mouthpieces” for the remainder of the year.

Extension Activities:

- 1 Correlate The Yellow Kid with Document B of *The Power of the Press: Myth or Reality*, on page 76 in this Guide. Explain that this picture, when it was published, had Hearst and Pulitzer in YELLOW nightshirts—a direct reference to The Yellow Kid.
- 2 Refer to the *Around the World with Nellie Bly* activity in this Guide. This demonstrates the impact of The Yellow Kid on the news—in this case, the long-term popularity of Bly’s trip around the world. ✨

DVD Activities



The Media and Just One Story

Note: Today, one news story can be reported in many different ways. There will be coverage from newspapers, television, radio, and the Internet. With such a choice today, consumers of news find it difficult to determine which reporting is the best.

Standard: I. Culture
VII. Production, Distribution, Consumption
VIII. Science, Technology, and Society
IX. Global Connections

Grade Level: 9–12

Objectives: The student will:

- Activate prior knowledge with regard to news
- Study different types of news media outlets, focusing on one particular story
- Record and organize information
- Use critical thinking skills in forming opinions
- Analyze different media techniques for reporting news

Time: Multiple class periods

Materials: Multiple Recording Sheets (supplied); newspaper, Internet access

Procedures:

- 1 Ask students if they can remember an international news story that consumed the news media outlets. Discuss where they remember hearing or seeing anything about the story.
- 2 Divide students into groups. Distribute Recording Sheets. Ask students to look through the newspaper and choose a story that their group will follow for a period of two weeks. Each student in the group should be assigned a particular type of media from the Recording Sheet list. (Assignment of a particular story is another variation, and may lead to a better quality lesson, depending upon the capabilities of the group.) Each student will follow his or her story in the assigned media outlet and will report to their group each day using a new Recording Sheet. Each student will fill in a Recording Sheet daily. At the end of a two-week period, students will be able to see which media outlet relayed the most complete information.

Extension Activities:

Students may do the same activity using different newspapers or periodicals, or by watching different nightly news programs on different television stations. They may also watch particular correspondents or news anchors and assess body language as part of reporting. ✨

DVD Activities



The Media and Just One Story

	Television	Radio	Newspaper	Periodical (Magazine)	Internet
Main Points Addressed					
Pictures or Video/Sound					
On the Scene Reporting					
Eyewitness Accounts					
Minutes Allotted to the Story					
Column Inches Allotted to the Story					
Strength of Coverage					
Weakness of Coverage					

DVD Activities



Lead Stories: The Cold War

Standard: II. Time, Continuity, and Change
 V. Individuals, Groups, and Institutions
 VI. Power, Authority, and Governance
 IX. Global Connections
 X. Civic Ideals and Practices

Grade Level: 9–12

Objectives: The student will:

- Examine key events of the Cold War
- Correlate quotes with Cold War events
- Apply knowledge of the Cold War to media coverage

Time: 1–2 days

Materials: Cold War Quotations (supplied)
 Cold War Timeline (supplied)

Procedures:

- 1 Provide students with Cold War Quotations and Cold War Timeline.
- 2 Have students match the quotations with events of the Cold War. Discuss why students matched each quotation with a specific event.
- 3 Divide all or selected events from the Timeline among students.
- 4 Have students collect basic information about the events using U.S. history textbooks and/or the Internet.
- 5 Establish with students that each will present the “lead story” for the evening news program (NBC, CBS, Fox, CNN, ABC). A lead story is the main story, and usually the opening story, in news broadcasts; a story of major importance.
- 6 Incorporate quotes used with the timeline into the story.
- 7 Students should track the average amount of time devoted to a major story on one of the networks and keep this time frame in mind when constructing their stories.
- 8 Present the lead stories.
- 9 Discuss:
 - a Are there overlapping themes in the stories?
 - b What are major time gaps between news reports? Does a common theme exist that transcends the time gap(s)? Explain why or why not.
 - c Describe the tone of quotes by U.S. presidents. Is the tone aggressive, placating, conciliatory, or neutral? Why?
 - d Based on these stories, what is the overall picture of the Cold War?

DVD Activities



Lead Stories: The Cold War

- 10** As a class, prepare a final lead story that summarizes the Cold War era. Students should reach a consensus about which events to include in this story. Have one student deliver the final lead story. ✨

Teacher information about specific quotes:

- Quote 1 Truman discusses the Berlin Airlift, from June 1948 until the end of September 1949—although on May 12, 1949, the Soviet Government yielded and lifted the blockade.
- Quote 2 1957: Eisenhower’s reference is to the situation in Southeast Asia.
- Quote 3 1963: Kennedy’s speech delivered to an enormous crowd at the Rathaus Gate, Berlin Wall, West Berlin, West Germany
- Quote 4 1947: Truman’s famous address to Congress asking for aid to Greece and Turkey to combat possible communist influence. (Truman Doctrine)
- Quote 5 1987: Reagan’s speech at the Rathaus Gate, Berlin Wall, West Berlin, West Germany
- Quote 6 1946: Winston Churchill gave this speech at Westminster College in Fulton, Missouri. He introduced the phrase “Iron Curtain” to describe the division of Europe between Western powers and the area controlled by the Soviet Union.
- Quote 7 1956: At a reception for diplomats, Nikita Khrushchev made this statement to Western diplomats.
- Quote 8 1980: Carter’s Address to the Nation after the invasion of Afghanistan by the Soviet Union.
- Quote 9 1962: Kennedy’s speech to the nation regarding Soviet missiles in Cuba.
- Quote 10 1969: Nixon’s speech to the nation, in which he referred to Vietnamization and the silent majority.



The Cold War in Quotes

- 1 “Berlin had become a symbol of America’s and the West’s...dedication to the cause of freedom.”
Memoirs, Harry S Truman
- 2 “We must recognize that whenever any country falls under the domination of Communism, the strength of the Free World—and of America—is by that amount weakened and Communism strengthened. If this process, through our neglect or indifference, should proceed unchecked, our continent would be gradually encircled. Our safety depends upon recognition of the fact that the Communist design for such encirclement must be stopped before it gains momentum—before it is again too late to save the peace...”
Dwight D. Eisenhower
- 3 “Ich bin ein Berliner.” (I am a Berliner.)
John F. Kennedy
- 4 “One aspect of the present situation, which I wish to present to you at this time for your consideration and decision, concerns Greece and Turkey. The United States has received from the Greek government an urgent appeal for financial and economic assistance.”
Harry S Truman
- 5 “General Secretary Gorbachev, if you seek peace, if you seek prosperity for the Soviet Union and Eastern Europe, if you seek liberalization: Come here to this Gate! Mr. Gorbachev, open this gate! Mr. Gorbachev, tear down this wall!”
Ronald Reagan
- 6 “From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the Continent.”
Winston Churchill
- 7 “Whether you like it or not, history is on our side. We will bury you.”
Nikita Khrushchev
- 8 “The United States wants all nations in the region to be free and to be independent. If the Soviets are encouraged in this invasion by eventual success, and if they maintain their dominance over Afghanistan and then extend their control to adjacent countries, the stable, strategic, and peaceful balance of the entire world will be changed. This would threaten the security of all nations including, of course, the United States, our allies, and our friends.”
Jimmy Carter
- 9 “Within the past week, unmistakable evidence has established the fact that a series of offensive missile sites is now in preparation on that imprisoned island. The purpose of these bases can be none other than to provide a nuclear strike capability against the Western Hemisphere.”
John F. Kennedy
- 10 “Let historians not record that when America was the most powerful nation in the world we passed on the other side of the road and allowed the last hopes for peace and freedom of millions of people to be suffocated by the forces of totalitarianism. And so tonight—to you, the great silent majority of my fellow Americans—I ask for your support.”
Richard Nixon

DVD Activities



Lead Stories: The Cold War

Cold War Chronology

1945

February 4–11: Yalta Conference
 July 3: U.S., France, Britain, and Soviet Union occupy zones in Berlin.
 July 17–August 2: Potsdam Conference

1946

March 5: Winston Churchill's Iron Curtain speech; Civil War in Greece between communists and monarchy
 May 26: Communist Party wins election in Czechoslovakia
 July 4: Philippines gain independence from United States

1947

March 12: Truman Doctrine
 June 5: Marshall Plan
 August 15: India and Pakistan gain independence from the U.K.

1948

February 25: Communist Party takes control in Czechoslovakia
 April 1: Start of Berlin Airlift
 October 24: Term "Cold War" used for first time, by Bernard Baruch

1949

April 4: Founding of North Atlantic Treaty Organization
 May 11: Soviet blockade of Berlin ends
 May 23: Federal Republic of Germany (West Germany) comes into being
 October 1: Mao Zedong proclaims the establishment of the People's Republic of China

October 7: German Democratic Republic (East Germany) is created
 October 16: Monarchists defeat Communists in civil war in Greece

1950

February 14: Soviet Union and People's Republic of China sign a mutual defense pact
 March 1: Chiang Kai-Shek moves his capital to Taipei, Taiwan (Republic of China); standoff with People's Republic of China
 April 14: U.S. State Department issues NSC-68, urging containment as cornerstone of U.S. foreign policy
 June 26: North Korea invades

South Korea, sparking the Korean War

June 27: The United Nations votes to send forces to Korea to aid South Korea

1951

March 30: Ethel and Julius Rosenberg found guilty of passing atomic secrets to Soviets
 September 1: Australia, New Zealand, and the U.S. sign the ANZUS Treaty

1952

June 21: U.S. launches the world's first nuclear submarine, *USS Nautilus*

1953

January 14: Josip Broz Tito elected President of Yugoslavia
 July 27: Cease-fire ends Korean War
 September 7: Nikita Khrushchev becomes leader of the Soviet Communist Party

1954

July 23: Gamal Abdel Nasser ousts King Farouk of Egypt. Egypt becomes Soviet ally
 May 7: French defeated at Dien Bien Phu, Vietnam
 July 20: French agree to leave Vietnam

August 11: Taiwan Strait Crisis, with Communist shelling of Taiwanese islands
 September 8: Creation of Southeast Asia Treaty Organization (SEATO)

1955

May 14: Warsaw Pact is founded

1956

July 26: Nasser nationalizes the Suez Canal
 October 23: Hungarian revolt against Soviet control; revolt crushed by Soviet military
 October 29: Suez Crisis: France, Israel, United Kingdom attack Egypt
 November 7: Cease-fire in Suez conflict after pressure from United Nations

1957

January 5: Eisenhower commits U.S. to defense of Iran, Pakistan, and Afghanistan
 October 4: Sputnik satellite launched by Soviet Union

1958

July 14: Coup in Iraq removes pro-British monarch. Iraq opens ties with Soviet Union

1959

January 1: Fidel Castro becomes leader of Cuba
 September 22: United Nations votes against admission of People's Republic of China

1960

May 1: U.S. U-2 spy plane shot down over Soviet Union
 May 27: U.S. ends all aid to Cuba
 December 12: National Liberation Army (Vietcong) established

1961

April 15: Bay of Pigs invasion
 August 13: Building of Berlin Wall

1962

September 8: Chinese forces attack India
 October 16: Cuban Missile Crisis
 November 21: End of fighting between China and India; China occupies small strip of Indian land

1963

June 20: Hot Line between U.S. and Soviet Union established
 June 26: John F. Kennedy visits West Berlin

August 5: U.S., Soviet Union, and Great Britain sign nuclear test-ban treaty

1964

February 8: U.S. bombs North Vietnam
 May 5: Palestinian Liberation Organization founded
 August 4: Gulf of Tonkin incident leads to Gulf of Tonkin Resolution

1965

March 8: Build-up of U.S. military

DVD Activities



Lead Stories: The Cold War

- presence in South Vietnam; sustained bombing of North Vietnam
- 1967
June 5: Six-Day War
October 21: Demonstrations against Vietnam War take place around the world
- 1968
January 30: Tet Offensive against South Vietnamese cities
March 31: Lyndon B. Johnson suspends bombing over North Vietnam; will not seek re-election
August 20: Reform-minded Czechoslovakia invaded by Warsaw Pact forces
- 1969
March 17: U.S. bombings in Cambodia
July 25: Vietnamization begins
September 3: President Ho Chi Minh of North Vietnam dies
November 30: President Richard Nixon promises to remove all U.S. troops from Vietnam
- 1970
September 28: Gamal Abdel Nasser dies, replaced by Anwar Sadat
- 1971
October 25: United Nations General Assembly votes to admit People's Republic of China
- 1972
February 21: President Richard Nixon visits China
May 22: Richard Nixon visits the Soviet Union
May 26: SALT I agreement between the U.S. and Soviet Union
- 1973
March 29: Last U.S. troops leave Vietnam
September 11: Augusto Pinochet seizes power in Chile from socialist President Salvador Allende
October 6: Egypt and Syria attack Israel during Yom Kippur
- 1974
September 4: U.S. and East Germany establish diplomatic relations
- 1975
April 17: The Khmer Rouge take power in Cambodia; beginning of the "killing fields"
- April 30: North and South Vietnam are united under a Communist government
- 1977
December 24: Menachem Begin of Israel meets with Anwar Sadat in Egypt
- 1978
September 5: Jimmy Carter, Menachem Begin, and Anwar Sadat meet at Camp David
December 25: Communist regime installed in Afghanistan
December 25: Vietnam invades Cambodia
- 1979
January 16: Iranian Revolution ousts U.S. ally, the Shah
May 9: War in El Salvador between Communist insurgents and the government
June 18: SALT II Treaty
July 17: Sandinistas overthrow Somoza Government in Nicaragua
December 25: Soviet troops invade Afghanistan
- 1980
July 19: U.S. boycotts the 1980 Summer Olympics in Moscow
- 1981
April 24: President Ronald Reagan lifts grain embargo against the Soviet Union
September 3: Poland and Solidarity
October 8: Egypt's Anwar Sadat assassinated
- 1982
May 5: Israeli forces invade Lebanon
- 1983
May 4: Reagan declares support for Contras in Nicaragua
September 1: A South Korean Boeing 747 shot down by Soviets
October 25: U.S. invades Grenada
- 1984
April 26: Reagan visits China
November 4: Daniel Ortega elected President of Nicaragua
- 1985
March 11: Mikhail Gorbachev named First Secretary of the Soviet Communist Party
November 19: Gorbachev and Reagan agree to open negotiations on arms reduction
- 1986
April 15: U.S. bombs Libya
November 3: Iran-Contra Scandal
- 1987
December 7: Gorbachev and Reagan agree to eliminate intermediate-range nuclear weapons
- 1988
May 15: Soviet Union begins withdrawal from Afghanistan
- 1989
May 20: Tiananmen Square protest crushed by Chinese Government
September 12: Non-Communist government formed in Poland
November 9: New government in East Germany opens border with West Germany
November 10: The fall of the Berlin Wall
- 1990
October 3: Germany is reunited
December 2: Free all-German elections held for the first time since 1932
- 1991
December 8: U.S.S.R. is dissolved.

DVD Activities

Through the Looking Glass: The Dow, Economics, and Diplomacy

- Standard: II. Time, Continuity, and Change
V. Individuals, Groups, and Institutions
VI. Power, Authority, and Governance
VII. Production, Distribution, and Consumption
IX. Global Connections
- Grade Level: 9–12
- Objectives: The student will:
-  Correlate political events with the behavior of the New York Stock Exchange
 -  Define foreign policy in terms of the Dow Jones Industrial Average
 -  Determine the close ties between the economic and political arenas of the U.S.
 -  Understand the global economic impact of U.S. domestic and foreign policy decisions
- Time: 2–3 days
- Materials: Data from the Dow Jones Industrial Average
Internet access
U.S. history textbook(s)
- Note: The Dow Jones indexes used in this activity are from:
 <http://www.djindexes.com>
- Individual decades can be found on the web at:
-  <http://www.djindexes.com/mdsidx/index.cfm?event=showavgDecades&decade=1960>
 -  <http://www.djindexes.com/mdsidx/index.cfm?event=showavgDecades&decade=1970>
 -  <http://www.djindexes.com/mdsidx/index.cfm?event=showavgDecades&decade=1980>
 -  <http://www.djindexes.com/mdsidx/index.cfm?event=showavgDecades&decade=1990>
 -  <http://www.djindexes.com/mdsidx/index.cfm?event=showavgDecades&decade=2000>
- Procedures:
- 1 Discuss the significance of the Dow Jones Industrial Average and its relationship to the New York Stock Exchange (NYSE) and Wall Street. Teacher background: The Dow Jones Industrial Average is one of several stock market indices (Nasdaq and Standard & Poor's are others) used to measure the daily performance of the NYSE. The Dow was created by Charles Dow, who established the *Wall Street Journal* in 1896. The Dow is an index of 30 major U.S. companies.
 - 2 Distribute copies of Data from Dow Jones (includes indices of decades from 1960-2000).
 - 3 Have students read the indices and list events that resulted in sharp increases or declines in the stock market. Suggested events: Cuban Missile Crisis, Tet Offensive, OPEC oil embargo, Nixon's resignation, 1987 stock market crash, Gulf War, Russian default, NATO and Yugoslavia, September 11, 2001, Hurricane Katrina, etc. Speculate why certain events had either a positive or negative effect on the NYSE.

DVD Activities



Through the Looking Glass: The Dow, Economics, and Diplomacy

- 4 Assign a specific event to each student or divide the class into groups for the activity (one or more event per group).
- 5 Research each event:
 - a Background of event
 - b How the President and his staff handled the event—diplomatically, and via the media
 - c How the press covered the event (examples of written or oral coverage)
 - d The extent of impact on the NYSE and the people of the United States
- 6 Have students/groups discuss their findings.

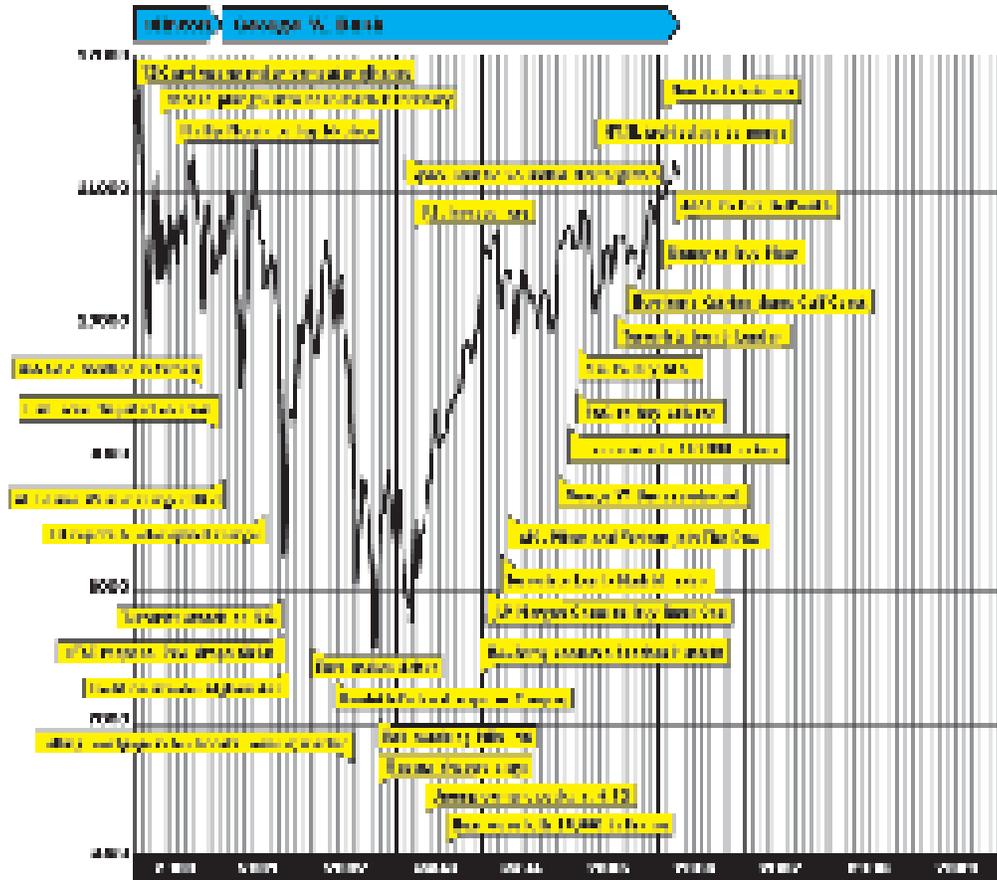
Extension Activities:

- 1 Focus on the decline of 1987 to illustrate how economic events in Asia had a dramatic impact on the economy of the United States. Discuss this as an example of globalization.
- 2 Research the impact of events listed on the Dow indices on markets of other countries.
 - <http://www.nni.nikkei.co.jp/>
The Nikkei is an index for the Tokyo Stock Exchange
 - <http://www.londonstockexchange.com/en-gb/home.htm>
FTSE (also known as “Footsie”) for the London Stock Exchange
- 3 Distribute Dow indices to students. Omit the student research segment of the activity. Brainstorm why specific events resulted in increases and declines in the NYSE.
- 4 Follow the discussion with a teacher presentation highlighting one event. For example, the Cuban Missile Crisis.
 - a Present abbreviated background information about the crisis to the class. Refer to a U.S. history textbook for a synopsis of the event.
 - b Show President John F. Kennedy’s speech:
 - <http://www.historyplace.com/specials/sounds-prez/index.html>
 - c Discuss the value of President Kennedy delivering this message on television. What was the impact of his speech?
 - d Determine why this event led to a dramatic decline in the Dow.
 - e Emphasize that events do not occur in a vacuum; domestic and foreign policies have an impact on the economic stability of the United States.
 - f How does the economic backlash of such an event affects the everyday lives of U.S. citizens?
- 5 Provide students with a copy of the chart, *10 Biggest One-Day Falls* (p. 94). Have students determine what significant event(s) occurred on each of these days. What caused these major falls? ✨

DVD Activities

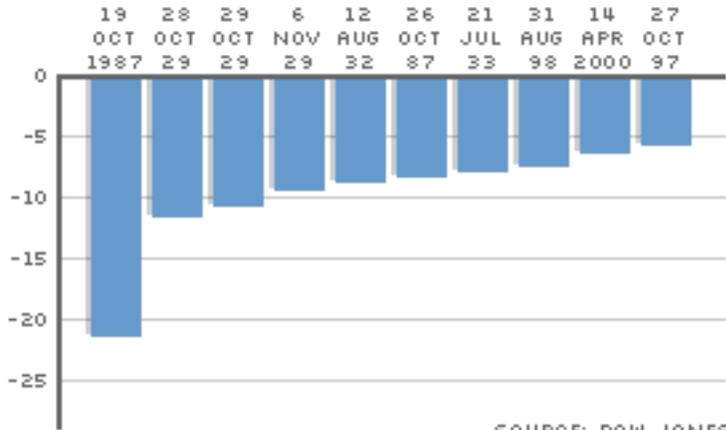


Through the Looking Glass: The Dow, Economics, and Diplomacy



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10 biggest one-day falls % in Dow Jones Industrial Average



SOURCE: DOW JONES

<http://news.bbc.co.uk/1/hi/business/2131739.stm>

Glossary

Governmental and Diplomatic Terms

The following terms related to government, foreign affairs, and diplomacy are used in this video. The definitions are drawn from a variety of sources, including dictionaries, textbooks, and official United States Government websites.

- Alliance** A formal pact or agreement between nations, especially for the purpose of supporting each other against military threats from other nations, or in times of war.
- Ally/Allies** The general term used to describe a nation that has entered into an agreement or treaty with another nation for purposes of mutual support. Used formally, the term “Allies” refers to the nations aligned with the United States in World War I and World War II.
- Ambassador** The official representative from one country to another. An Ambassador is the highest ranking official assigned to live in a foreign country for an extended period of time. In the United States, an Ambassador is appointed by the President and confirmed by the Senate. The title of Ambassador was first used in the United States in 1893. Prior to that, the highest ranking American diplomats were Ministers.
- Cold War** A state of tension between the United States and the Soviet Union that began after World War II and continued for more than 40 years. Unlike a traditional “hot war,” the Cold War did not involve direct armed conflict between the two states. Rather, it was characterized by diplomatic, political, economic, technological, and cultural competition. It also involved a nuclear arms race, and some instances in which each superpower became engaged in armed conflict involving smaller nations.
- Communism** A theory and system of social and political organization that sought to overthrow capitalism through a workers’ revolution and redistribute wealth to the proletariat, or working class.
- Communist Bloc** During the Cold War, the term was used to identify the group of nations with Communist governments, especially those in Eastern Europe aligned with, and under the influence of, the Soviet Union.
- Congress** The legislative branch of the United States Government, made up of the Senate and the House of Representatives.
- Constitution** The document written by the Constitutional Convention in 1787 that defines the fundamental principles, laws, structure, functions, and limits of the Federal government of the United States. It was ratified in 1788 and has been amended just 27 times.
- Containment** A policy, first proposed by U.S. diplomat George Kennan during the administration of President Harry S Truman, of applying diplomatic, military, and economic pressure on the Soviet Union in order to limit the spread of communism and Soviet influence in the world. While each subsequent administration adopted its own version of containment, it remained the basis of U.S. foreign policy until the Soviet Union ended in the early 1990s.
- Department of Defense** The United States Government department responsible for advising the President on formulating military defense policy and implementing those policies, and for directing and coordinating operations of the three branches of the military.
- Department of State** The United States Government department responsible for advising the President on formulating foreign policy, implementing the President’s foreign policy, and conducting foreign relations with other nations.
- Diplomacy** The term is used to describe the practice of conducting relations with other nations, such as negotiating treaties, alliances, or agreements.
- Diplomat** An individual who is appointed by the government to represent its interests and to conduct its relations with another government. An Ambassador is the highest ranking U.S. Department of State diplomatic representative to another nation.
- Dispatches** Official messages sent with speed between a government and its foreign diplomats or between nations. It can also refer to news that is sent to a newspaper or news organization by a correspondent.
- Embassy** The official headquarters of a government’s Ambassador and other representatives to another country. It is usually located in the capitol of the other country.
- Federal Government** The term refers to the national government of the United States, which is made up of the executive, legislative, and judicial branches. It includes all of the departments and agencies that carry out the duties and responsibilities assigned to it by the Constitution to govern the whole country.
- Foreign policy** The official views and policies of the government regarding its relations with other

Glossary

nations. In the United States, foreign policy is developed by the President, with the advice of the Secretary of State and others, and is implemented by the Department of State and any other officials designated by the President.

Negotiate The term refers to discussions between individuals, groups, or nations that are conducted for the purpose of arriving at an agreement on a particular set of terms or actions.

Neutrality In international affairs, the term refers to a nation that does not actively take sides in disputes involving other nations. For example, Switzerland has been a neutral nation for several centuries in wars involving its European neighbors.

President As the highest ranking elected official of the United States, the President is the leader of the nation and the chief of the executive branch of the United States Government.

Secretary of State Appointed by the President as an adviser on foreign policy and diplomacy. The Secretary of State is a member of the President's Cabinet and is the head of the Department of State.

Treaty A formal agreement between two or more nations. A treaty may have a variety of purposes, such as to specify the terms of peace at the end of a war, to establish trade or other economic relations between nations, or to establish controls and limits on certain types of weapons or activities.

Glossary - Activities

Teachers are encouraged to develop pre-video activities, history and biography lessons, or assessments that incorporate the people, locations, events, and terms in the following lists. A suggested lesson and extension activities are described in the Guided Listening and Reading Activity included in this instructional packet.

Historical Figures

The following world leaders, diplomats and other historical figures are included in this video. These website resources can be useful for lessons about historical figures:

-  Archives Library Information Center
<http://www.archives.gov/research/alit/reference/biography-resources.html>
-  Department of State Timeline of U.S. Diplomatic History

<http://www.state.gov/r/pa/ho/time>

-  Library of Congress Virtual Reference Shelf
<http://www.loc.gov/rr/askalib/virtualref.html>

-  National Archives and Records Administration Research
<http://www.archives.gov/research>

U.S. Presidents and Diplomats

John Adams
Richard Boucher
Jimmy Carter
Benjamin Franklin
Alexander Hamilton
Karen Hughes
Thomas Jefferson
Lyndon Johnson
George Kennan
Abraham Lincoln
James Madison
William McKinley
Timothy Pickering
Colin Powell
Condoleezza Rice
Franklin D. Roosevelt
Theodore Roosevelt
John Sherman
George Washington
Woodrow Wilson

Foreign Leaders

Mikhail Gorbachev
Saddam Hussein
King Louis XVI

Locations

The following geographic locations are included in this video. These websites can be useful resources for activities about cities, countries, and regions of the world.

-  Central Intelligence Agency World Factbook
<http://www.cia.gov/cia/publications/factbook/index.html>
-  Department of State Countries and Regions
<http://www.state.gov/countries>
-  Department of State Background Notes
<http://www.state.gov/r/pa/ei/bgn>
-  Library of Congress Portals to the World
<http://www.loc.gov/rr/international/portals.html>

U.S. Cities, States, and Locations

Boston New Jersey
New York New York City
Washington, DC

Glossary

World Regions and Areas

Eastern Europe	Europe
Middle East	Muslim world
North America	Persian Gulf
Western Europe	Western Hemisphere

Modern Cities and Countries

Afghanistan	Beijing	Baghdad
Cuba	England	France
Great Britain	Havana	Iran
Iraq	Kuwait	London
Mexico	Soviet Union	Spain
Tehran	United States	Vietnam
Yugoslavia		

Media Terms and Figures

The following media terms, personalities, and organizations are included in this video. These websites can be useful for lessons about media terms, personalities, organizations, and inventions.

-  American Memory/Browse Collections
<http://memory.loc.gov/ammem/browse/>
-  Department of State/Issues and Press
<http://www.state.gov/issuesandpress/>
-  Library of Congress Virtual Reference Shelf
<http://www.loc.gov/rr/askalib/virtualref.html>
-  National Archives & Records Administration Research
<http://www.archives.gov/research/>

Media Technology and Terms

Apple	ARPANET	Camera
Cameraman	Department Spokesman	
Free Press	Google	Internet
Journalists	Motion pictures	News anchor
News conferences		News network
Newspapers	Newspaper editors	Newsreel
Nightline	Personal computers	
Photographs	Printing press	Propaganda
Publishers	Radio/wireless radio	
Radio broadcasters		Reporters
Satellites	Satellite networks	
Tabloids	Telegraph	Telephone
Television	Television networks	
Transatlantic cable		Typewriter
Websites		World Wide Web
Yahoo		

Media Personalities

Benjamin Franklin Bache	Walter Cronkite
Richard Harding Davis	William Randolph Hearst
Edward R. Murrow	Thomas Paine
Samuel Toppliff	Joseph Pulitzer

Government & Private Media Organizations

ABC	Al-Jazeera	Al-Hurra
CBS	CNN	
Committee on Public Information		
Office of War Information		Office of News
Pathé Company		Radio Farda
Radio Free Europe		Radio Liberty
Radio Sawa		Voice of America

Historical Terms and Events

The following historical events, policies, and organizations are included in this video. These websites can be useful resources for activities about historical documents, terms, and events.

-  Department of State—Timeline of U.S. Diplomatic History
<http://www.state.gov/r/pa/ho/time>
-  Library of Congress Virtual Reference Shelf
<http://www.loc.gov/rr/askalib/virtualref.html>
-  National Archives and Records Administration Research
<http://www.archives.gov/research>

Historical Documents, Terms, and Events

Alien and Sedition Act	Civil War
<i>Common Sense</i>	Confederacy
Declaration of Independence	Exiles
Farewell Address	Freedom of speech
Freedom of the press	Guerrilla war
Iron Curtain	Korean War
Spanish-American War	Taliban
Terrorists	Treaty of Alliance
Union	U.S. Battleship <i>Maine</i>
Vietnam War	World War I
World War II	

Web Resources

U.S. Department of State

- 📄 Background Notes
<http://www.state.gov/r/pa/ei/bgn/>
- 📄 Countries and Regions
<http://www.state.gov/countries/>
- 📄 International Info. Programs
<http://usinfo.state.gov/>
- 📄 Diplomatic History Timeline
<http://www.state.gov/r/pa/ho/time/>

Constitution

- 📄 <http://usinfo.state.gov/products/pubs/constitution/>

Library of Congress

- 📄 American Memory
<http://memory.loc.gov/ammem/browse/>
- 📄 Ask a Librarian
<http://www.loc.gov/rr/askalib/>
- 📄 Portals to the World
<http://www.loc.gov/rr/international/portals.html>
- 📄 Using Primary Sources in the Classroom
<http://memory.loc.gov/learn/lessons/primary.html>
- 📄 Using Primary Sources—Lesson Framework
<http://memory.loc.gov/learn/lessons/fw.html>
- 📄 Using Primary Sources—Lesson Overview
<http://memory.loc.gov/learn/lessons/psources/pshome.html>
- 📄 Using Primary Sources Media Analysis Tools
<http://memory.loc.gov/learn/lessons/media.html>
- 📄 Virtual Reference Shelf
<http://www.loc.gov/rr/askalib/virtualref.html>

General References

- 📄 Gilder Lehrman Institute of American History
<http://www.gilderlehrman.org/index.html>
- 📄 National Geographic - Expeditions Atlas
<http://www.nationalgeographic.com/expeditions/atlas/>

- 📄 The CIA World Factbook—
<http://www.cia.gov/cia/publications/factbook/index.html>
- 📄 Top 100 Documents
<http://www.ourdocuments.gov>
- 📄 U.S. Courts: Courts to Classes
<http://www.uscourts.gov/outreach/resources/index.html>
- 📄 United Nations Cartographic Department
<http://www.un.org/Depts/Cartographic/english/htmain.htm>

U.S. Government News Sources

- 📄 Department of State Daily Press Briefings
<http://www.state.gov/r/pa/prs/dpb/>
- 📄 Department of State—Issues and Press
<http://www.state.gov/issuesandpress/>
- 📄 Department of State—Travels with the Secretary
<http://www.state.gov/secretary/trvl/>
- 📄 White House Press Briefings
<http://www.whitehouse.gov/news/briefings/>

Media Resources

- 📄 Bill of Rights Institute
<http://www.billofrightsinstitute.org/Instructional/TeachingGuides/Media/intro.htm>
- 📄 First Amendment Center
<http://www.firstamendmentcenter.org/>
- 📄 Freedom Forum
<http://www.freedomforum.org/>
- 📄 Internet Public Library
<http://www.ipl.org/div/news/>
- 📄 I Want Media
<http://www.iwantmedia.com/index.html>
- 📄 Project for Excellence in Journalism
<http://www.journalism.org/>
- 📄 Newseum
<http://www.newseum.org/>
- 📄 NewsLink
<http://newslink.org/>
- 📄 refdesk.com - Newspapers -

USA and Worldwide
<http://www.refdesk.com/paper.html>

- 📄 The Museum of Broadcast Communications
<http://www.museum.tv/rhofsection.php>
- 📄 World News
<http://www.wn.com>
- 📄 World News Network
<http://www.wnnetwork.com/>

U.S. & International Media Organizations

- 📄 ABC News
<http://www.abcnews.go.com>
- 📄 Al Jazeera
<http://english.aljazeera.net/HomePage>
- 📄 Associated Press
<http://www.ap.org/>
- 📄 BBC World Service
<http://www.bbc.co.uk/worldservice/>
- 📄 CBC News - World
<http://www.cbc.ca/world/>
- 📄 CBS News
<http://www.cbsnews.com/>
- 📄 CNN - Cable News Network
<http://www.cnn.com>
- 📄 C-SPAN
<http://www.c-span.org/>
- 📄 Fox News
<http://www.foxnews.com>
- 📄 MSNBC News
<http://www.msnbc.msn.com/>
- 📄 National Public Radio
<http://www.npr.org>
- 📄 PBS - Corporation for Public Broadcasting
<http://www.pbs.org>
- 📄 Reuters
<http://today.reuters.com/news/home.aspx>
- 📄 United Nations Radio
<http://radio.un.org/>
- 📄 United Press International
<http://www.upi.com/>

Note: Links to websites outside of the U.S. Federal Government or the use of trade, firm, or corporation names within this publication are for the convenience of the user. Such links do not constitute an official endorsement or approval by the U.S. Department of State of any private sector website, product, or service.

NCSS Standards

The lessons in this Instruction Package are geared to the curriculum standards of the National Council for the Social Studies. Those standards are:

- I. Culture
- II. Time, Continuity, and Change
- III. People, Places, and Environment

- IV. Individual Development and Identity
- V. Individuals, Groups, and Institutions
- VI. Power, Authority, and Governance
- VII. Production, Distribution, and Consumption

- VIII. Science, Technology, and Society
- IX. Global Connections
- X. Civic Ideals and Practices

Lesson	I	II	III	IV	V	VI	VII	VIII	IX	X
Guided Listening Activity*	X	X	X	X	X	X	X	X	X	X
General Knowledge Assessment*	X	X	X	X	X	X	X	X	X	X
"Just the Facts, Ma'am"		X	X			X			X	X
Inventions and Impacts: The Growth of Communication	X				X	X		X		X
One Picture is Worth 1,000 Words	X	X			X	X		X	X	X
James Madison: Concerning Public Opinion	X	X	X		X	X			X	X
Give Me Your Coordinates	X	X	X	X					X	
Travels with the Secretaries of State				X		X			X	X
Government and Freedom of the Press					X	X			X	
A Race Around the World: The Nellie Bly Board Game	X							X	X	X
Dateline: The World	X		X		X		X		X	
In Defense of the Press	X	X		X	X	X		X		X
Presidential Press Conferences	X	X			X	X			X	X
Technology and Media: Closer to News	X	X				X	X	X	X	X
Money Makes the News Go Round					X		X		X	
Media & Foreign Policy: Up Close and Personal	X	X	X			X			X	X
A Sense of Place	X		X					X	X	
The Power of the Press: Myth or Reality?	X	X			X	X		X	X	X
The Yellow Kid and Icons: "Out of the Mouths of..."	X					X	X	X		X

*Standard supported depends on the material selected

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- X. Civic Ideals and Practices

Lesson	I	II	III	IV	V	VI	VII	VIII	IX	X
The Media and Just One Story	X						X		X	X
Lead Stories: The Cold War		X			X	X			X	X
Through the Looking Glass: The Dow, Economics & Diplomacy		X			X	X	X		X	
Separate Poster Lesson:										
Symbols to the World: American and British Relations	X	X	X	X	X					