**Group Project: How Our News Model Affects Truth**

**The basics:**

* Five teams of six students each
* Each team is assigned a topic: *shrinking news hole, less foreign reporting, less diversity in voices, decrease in local news, and more entertainment-type new*s.
* Each team will research the problem AND solutions, and then creatively present their findings.

**Materials:**

* Posterboard or butcher block paper
* 2 computers with internet access per team (or, see alternative note in lesson plan)

**1. SPLIT UP**

Split the team in half: three members will research the problem (the “problem group”), and three members will research what citizens or news media are doing to overcome these negative effects (the “action group”).

**2. DO YOUR RESEARCH**

The “problem group” should locate three news or trade press articles that discuss their topic, read them together, and take notes that give details about problem and at least two concrete examples of when or where this has happened. So, for example, this group might look for an article about how USA Today closed some of its overseas bureaus, or an article that discusses what percentage of news coverage is about serious topics versus entertaining topics.

**3. DO YOUR RESEARCH**

The “action group” should locate three articles that discuss how average citizens, news consumers/readers, or news organizations are taking steps to overcome or solve this problem. Like the problem group, they’ll read the articles together, and take notes that give details about the action solutions and provide two concrete examples. So, for example, this group might look for articles about how newspapers are using citizen journalists to provide more diverse voices in their news coverage.

**4. VISUALIZE & PRESENT**

Once both groups are finished with the research and notetaking, they should come back together as a team and make a visual presentation of their findings. Use the posterboard or butcherblock paper to brainstorm how to present these four things: the problem, details, examples, and solutions. Students could make a list, draw a graphic, illustrate action steps, or whatever they like, so long as they address the four aspects mentioned above. Present and explain your visuals to the class.