

This Week's Focus: More Localization

In [Issue 1](#), we discussed localization as a way to provide proximity to national and international stories, but boy has the world changed a bit since then. Most notably, your students may want to cover ongoing conflicts in Israel and Gaza, Ukraine and Russia or any of the other myriad clashes currently happening in the world. But how can they do that authoritatively, sensitively and responsibly? After all, while we know our students may have personal connections to these issues, we also want them to operate professionally without causing more harm.

While the conflicts in the Middle East and beyond are fresh in our minds, this challenge of localizing world events isn't new. Way back in 2001, my students covered 9/11. During that time, we tried to find the local impact of that event. We interviewed a former student who lived and worked in New York City. We included photos of students' reactions. We provided information about how the school's schedule may be affected. [Here's a link to the students' work](#), which was published as an insert in our Sept. 13, 2001, print issue.

THE LESSON: A CALL FOR IDEAS

I'm going to try something new this week. I'd love to hear what journalism teachers are doing in their classrooms to address these issues. Have you had experience covering these types of issues that worked particularly well in past years? Do you have ideas for coverage this year? Share them. To facilitate this, I have created [this Google Doc](#) that anyone can edit. Feel free to add your ideas to this list and let it serve as a living document JEA members can use as they navigate these difficult issues.

FIND IT AT JEA.ORG: Journalistic Research

Description

Students will practice locating information based on one of five story scenarios using internet research. Students also will prepare a short summary of their research in which their sources are cited as they are in journalistic writing, and they will defend why their sources are valid and reliable.

Objectives

- Students will recognize the purpose of journalistic research.
- Students will evaluate research material for validity, authenticity and objectivity.
- Students will analyze published stories and determine the type and effectiveness of the research within stories.
- Students will explain the difference between use of research and plagiarism by citing sources.

The link

The link to the full lesson is [HERE](#).
NOTE: This lesson is available free to **everyone** during the dates listed at the top of this page. Want to have access all the time? If you're not a member yet, consider joining JEA today for access to all of the resources.



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Quick, easy lesson

Sergio Luis Yanes, MJE, Arvada (Colorado) H.S.

FIVE MINUTES OF FAME

For five minutes, one student sits in the "hot seat" and answers questions from the rest of the staff in the audience. Questions range from surface level (Favorite ___?) to humorous (Is a hot dog a sandwich?) to introspective (Is there such thing as a "one true love"?). Every member of staff, including the adviser, gets a chance in the hot seat.

"Done is better than perfect. Every adviser wants their staff to produce the best possible publication. Sometimes our desire for them to 'live up to their potential' can overshadow their need to learn and improve. Remind yourself there will be another issue/volume/episode, another chance for them to find what can be better and make it better, another chance to grow."



JEA members, I want YOU to share your awesome ideas with journalism teachers around the country. Fill out this [GOOGLE FORM](#) to be a part of this newsletter.

You've Got Style

Suggestions from Cindy*

WHO AND WHOM

Grammatically speaking, *who* is the subject (never the object) of a sentence, clause or phrase. *Whom* is the correct word when someone is the object of a verb or preposition.

There are various tricks for remembering — or figuring out — which word is correct. One is to change your sentence and substitute he, she, they/his, hers, theirs. If he/she/they works, then *who* is the right word. If his, hers, theirs is correct, then use *whom*.

Examples:

Who made the decision to cancel the show? (She made the decision to cancel the show.) To whom do we direct our request for a refund? (Direct your request for a refund to him.)

* Style pro Cindy Horchem, CJE, is a retired adviser and the current JEA business and projects coordinator