

I'VE GOT A GREAT IDEA!

grades **10-11-12**
pre-visit activity - 90 minutes

LANGUAGE ARTS



OBJECTIVES

- Students will work together to create a news program.
- Students will prepare a presentation about their news program.
- Students will write a one-page paper on what makes a good news program.

MATERIALS

- Access to the Internet
- Either a student or adult to “judge” presentations.
- Attached coupon document

PROCEDURE

1. Discuss with students the primetime (evening) programs that can be seen on CNN. Take a short survey to see how many of your students have seen each program. Ask students how they think new shows are created and produced by CNN.
2. Group students into groups of three or four students each.
3. Tell students that for this activity they will be creating a new program to pitch to CNN. This program can be created for daily viewing, as a weekly program, or as a special. When they are finished thinking through the program, they will create a one-sheet proposal to “pitch” their program to the head of CNN (dramatized by a student/adult not associated with your class). The winning group will receive a coupon releasing them from the homework assignment for this activity, or another reward of your choice.

LANGUAGE ARTS STANDARDS

ELA10, 11, 12W1

The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure. The student:

- a. Establishes a clear, distinctive, and coherent thesis or perspective and maintains a consistent tone and focus throughout.
- b. Selects a focus, structure, and point of view relevant to the purpose, genre expectations, audience, length, and format requirements.
- c. Constructs arguable topic sentences, when applicable, to guide unified paragraphs.
- d. Uses precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice.
- e. Writes texts of a length appropriate to address the topic or tell the story.
- f. Uses traditional structures for conveying information (i.e., chronological order, cause and effect, similarity and difference, and posing and answering a question).
- g. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

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PROCEDURE (CON'T)

4. Their “pitch” to produce a new show at CNN should include the following:
 - a. Create and provide the title of the show.
 - b. Provide a one-line description of the show.
 - c. Write a paragraph detailing what the show is about.
 - d. Provide a list of story ideas for the show.
 - e. Identify the frequency of the show. (Weekly? Daily?)
 - f. Who do you recommend to host the show (and why)?
 - g. Will the show require reporters/ correspondents?
 - h. Will the show be shot in the studio? On locations outside the studio?
 - i. If it is in the studio, what will the set look like?
 - j. Describe the overall look and feel of the show
 - k. Explain why this proposed show is a good fit for the network
 - l. Explain why you believe people will want to watch this show.
5. Set a time limit for each presentation (recommended time: 5 minutes)
6. Give presentations the student/adult representing the “head of CNN”.
7. Ask the “head of CNN” to choose the show that will be used on CNN.
8. For homework (winning group may be exempt from this assignment) ask students to write a one-page paper about what elements are required for a good news program.

L.A. STANDARDS (CON'T)

ELA10, 11, 12W2

The student demonstrates competence in a variety of genres.

The student produces expository (informational) writing to convey information and ideas from primary and secondary sources accurately and coherently; the student:

- a. Engages the interest of the reader.
- b. Formulates a coherent thesis or controlling idea.
- c. Coherently develops the controlling idea and/or supports the thesis by incorporating evidence from primary and secondary sources.

ELA10, 11, 12W3

The student uses research and technology to support writing. The student

- b. Uses supporting evidence from multiple sources to develop the main ideas within the body of a researched essay, a composition, or a technical document.
- d. Integrates quotations and citations into a written text while maintaining the flow of ideas.

ELA10, 11, 12C1

The student demonstrates understanding and control of the rules of the English language,



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CLOSING

1. Ask students to think about the different news show presentations they have seen today. Ask students to discuss their opinions about what makes a news program interesting to people? Many different people are required to produce a news program. Below is a list of production positions and job description. Ask students to watch and listen for mention of these positions as they take the *Inside CNN Studio Tour*.
 1. **The Director** (to call the shots)
 2. **Technical Director** (to manage use of the equipment to sequence shots and build the show)
 3. **Audio Person**
 4. **Graphics Person**
 5. **Live-shot Coordinator** (responsible for getting the live feeds)
 6. **Teleprompter Operator**
 7. **Cameramen**
 8. **Lighting Director**
 9. **Floor Director** (makes sure the anchor knows what camera to speak to and gets people on and off the set)
 10. **Hair and Makeup** (makes people look right on-camera)
 11. **Executive Producer** (oversees the whole production)
 12. **Producer** (handles the day-to-day production)
 13. **Copy editor** (makes sure the content is all correct)
 14. **Production Assistant** (organizes tapes, etc.)
 15. **Anchor**
 16. **Booker** (who schedules guests)

L.A. STANDARDS (CON'T)

ELA10, 11, 12C1 >>

realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student:

- a. Demonstrates an understanding of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.
- b. Correctly uses clauses (i.e., main and subordinate), phrases (i.e., gerund, infinitive, and participial), and mechanics of punctuation (i.e., end marks, commas, semicolons, quotation marks, colons, ellipses, hyphens).
- c. Demonstrates an understanding of sentence construction (e.g., subordination, proper placement of modifiers, parallel structure) and proper English usage (i.e., consistency of verb tenses, agreement).

ELA10, 11, 12C2

The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats. The student:

- a. Produces writing that conforms to appropriate manuscript requirements.
- b. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization. >>

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CLOSING (CON'T)

17. **Standards and Practices** (makes sure everything that goes to air is acceptable to the company and FCC)
18. **Legal** (makes sure all content, etc., is within legal bounds)
19. **Master Control** (to get the program to air)

ASSESSMENT

1. Informally assess the oral presentation given in step 7.
2. Assess the one-page paper assigned as homework in step 8.



L.A. STANDARDS (CON'T)

ELA10, 11, 12C2 >>

c. Reflects appropriate format requirements, including pagination, spacing, and margins, and integration of source material with appropriate citations (i.e., in-text citations, use of direct quotations, paraphrase, and summary, and weaving of source and support materials with writer's own words, etc.).

d. Includes formal works cited or bibliography when applicable.

ELA10, 11, 12LSV1

The student participates in student-to-teacher, student-to-student, and group verbal interactions.

The student:

a. Initiates new topics in addition to responding to adult-initiated topics.

b. Asks relevant questions.

c. Responds to questions with appropriate information.

e. Offers own opinion forcefully without domineering.

f. Contributes voluntarily and responds directly when solicited by teacher or discussion leader.

g. Gives reasons in support of opinions expressed.

h. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.

j. Divides labor so as to achieve the overall group goal efficiently.

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LANGUAGE ARTS
worksheet **1**



HOMEWORK COUPON

NAME _____

CONGRATULATIONS!

**PRESENT THIS COUPON TOMORROW
INSTEAD OF HOMEWORK!**



GOOD NEWS?

grades **10-11-12**

post-visit activity - 90 minutes

LANGUAGE ARTS



OBJECTIVES

- Students will write a one to two page opinion piece.
- Students will present their papers orally to the class.
- Students will work together to make a top ten list.

MATERIALS

- Paper/pencils

PROCEDURE

1. List a few of your students' favorite television programs on the board.
2. Choose a couple of the programs and ask students to give reasons why they think a program is appealing and how it keeps viewers interested in seeing it.
3. Explain to students that television news programs strive to keep their viewers interested as well. However, news programs also report on important news of the day and must be relevant.
4. If you have access to a television or a computer, watch about 15 minutes of a news program. Ask students to take the next 25-30 minutes to write a one or two page paper expressing their opinion about what makes a good television news program. Ask students to think back to the various news programs they have seen to determine what it is that keeps viewers interested.
5. Once students have finished, allow students to read their papers to the class.
6. Considering the qualities presented by students, make a class list of the top ten qualities of a successful news program.

CLOSING

Ask students to give their opinion of other news sources such as the newspaper, blogs and so on. Ask students to list the advantages and disadvantages of the various ways we get our news. Ask students to discuss ways to discern a reliable news source from an unreliable one.

LANGUAGE ARTS STANDARDS

ELA10, 11, 12C1

The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

The student:

- a. Demonstrates an understanding of proper English usage and control of grammar, sentence and paragraph structure, diction, and syntax.
- b. Correctly uses clauses (i.e., main and subordinate), phrases (i.e., gerund, infinitive, and participial), and mechanics of punctuation (i.e., end marks, commas, semicolons, quotation marks, colons, ellipses, hyphens).
- c. Demonstrates an understanding of sentence construction (e.g., subordination, proper placement of modifiers, parallel structure) and proper English usage (i.e., consistency of verb tenses, agreement).

ELA10, 11, 12C2

The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats. The student

- a. Produces writing that conforms to appropriate manuscript requirements. >>

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ASSESSMENT

1. Assess the paper written by students.
2. Informally assess the discussion in step 5

GIFTED CONNECTION

Ask gifted students to create a magazine advertisement for an upcoming news program that will begin broadcasting in one month. Students should include reasons for people to become viewers of the program, and to discuss why it is relevant. Create a “tag line” or promotional phrase and images within the advertisement, designed to generate interest in the program.



L.A. STANDARDS (CON'T)

ELA10, 11, 12C2 >>

b. Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

c. Reflects appropriate format requirements, including pagination, spacing, and margins, and integration of source material with appropriate citations (i.e., in-text citations, use of direct quotations, paraphrase, and summary, and weaving of source and support materials with writer’s own words, etc.).

d. Includes formal works cited or bibliography when applicable.

ELA10, 11, 12LSV1

The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student a. Initiates new topics in addition to responding to adult-initiated topics.

b. Asks relevant questions.

c. Responds to questions with appropriate information.

d. Actively solicits another person’s comments or opinion.

e. Offers own opinion forcefully without domineering.

f. Contributes voluntarily and responds directly when solicited by teacher or discussion leader.

g. Gives reasons in support of opinions expressed. >>

GOOD NEWS?



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L.A. STANDARDS (CON'T)

ELA10, 11, 12LSV1 >>>

h. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.

i. Employs group decision-making techniques such as brainstorming or a problem-solving sequence (i.e., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).

j. Divides labor so as to achieve the overall group goal efficiently.

ELAALRC2

The student participates in discussions related to curricular learning in all subject areas. The student:

b. Responds to a variety of texts in multiple modes of discourse.

c. Relates messages and themes from one subject area to those in another area.

ELAALRC3

The student acquires new vocabulary in each content area and uses it correctly. The student

a. Demonstrates an understanding of contextual vocabulary in various subjects.

b. Uses content vocabulary in writing and speaking.

ELABLRL4

The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in selected literary works. The student composes essays, narratives, poems, or technical documents. The student:

a. Demonstrates awareness of an author's use of stylistic devices and an appreciation of the effects created.



NOTE TO TEACHERS:

ADDITIONAL LESSON PLANS AND RESOURCES ARE AVAILABLE FROM CNN STUDENT NEWS AT:

[HTTP://WWW.CNN.COM/US/STUDENTNEWS/DISCUSSION/ARCHIVE/](http://www.cnn.com/us/studentnews/discussion/archive/)