

TELEVISION CHANGES THE WORLD!



HIGH SCHOOL FIELD TRIP TO CNN pre-visit activity - 2 class periods WORLD HISTORY

OBJECTIVES

- Students will write a short paper on how ideas, culture and economies of the world have been impacted by satellite television.
- Students will conduct research.
- Students will write a short paper.

MATERIALS

- Computer access
- Paper/pencils

PROCEDURE

1. Ask students to think about the first television programs they can remember seeing. Make a list of these programs on the board. Ask students if, as children, they ever wanted to be like the characters they saw on those programs, to do some of the things they saw those characters do and if they ever wanted to own merchandise associated with those programs? Ask them if there were places they wanted to visit that were featured in those programs or ideas, fads, music and books they wanted to explore because they were in some way connected to those programs.
2. Ask students about their current television viewing habits. Ask them if they have recently traveled somewhere, purchased an item or explored something new that can be associated directly with a program that they watch on television. Ask students how, apart from paid commercial advertising, programs that they see on television influence the way they spend their time and money? Ask if there are ideas, causes or trends that they currently support or are exploring because of something they saw on television.
3. Ask students to consider the different ways in which television could affect the overall United States economy.

9 10 11 12 W. HISTORY STANDARDS

SSWH21

The student will analyze globalization in the contemporary world.

- a. Describe the cultural and intellectual integration of countries into the world economy through the development of television, satellites, and computers.

9 10 11 12 LANG. 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.



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PROCEDURE (CON'T)

4. Ask students to think about how television impacts the culture and economies of other countries and how it has affected their integration into the world economy? To encourage thought and discussion, ask them to consider the following situations and questions:
5. An investigative news program reports on the actions and policies of a U.S. company that produces a product that has recently been implicated in the deaths of a number of people in a large foreign country due to an unresolved safety issue. How would that report impact that business? How might it affect foreign trade?
News programs often report news about mergers and acquisitions and other details relating to specific businesses. How can this type of story influence stock prices and buying/selling activity for those companies?
6. Imagine that the main character of a popular program is an environmentalist/surfer and the program's storylines are centered around various global environmental concerns. How might this impact interest in environmental and conservation efforts in countries where the program is aired? How might this impact travel and tourism and the sales of surfing gear among the population of countries where the program is widely viewed?
7. What would happen if news programs reported at length about the unethical behavior of a particular company? What impact might that have on the economy of the town, state or country where that company is located?
8. Ask your students to think about programming such as "CNN Heroes" that report on charitable efforts of everyday people. How might this type of programming impact the culture and economy of a country?

9 10 11 12 L.A. STANDARDS (CON'T)

ELA10, 11, 12W1 >>

- 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.

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.
- 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.).

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PROCEDURE (CON'T)

9. Ask students to conduct research on the Internet to discover at least five ways television has impacted the culture and economy of other countries.
10. Ask students to write a short paper explaining what they have learned about television and its impact on culture, ideas and the economy of world nations.

CLOSING

Ask students to think about how news programming in particular affects people throughout the world. In what ways does the news shape the perception of the United States throughout the world?

ASSESSMENT

1. Informally assess the discussion.
2. Assess written paper.

GIFTED CONNECTION

Ask gifted students to create an imaginary community in another country in which ideas, customs and the economy have been heavily influenced by one particular television program of the student's choice. Ask the students to write a news report about the influence of this particular program on the community in that country.

9 10 11 12 L.A. STANDARDS (CON'T)

ELA9, 10, 11, 12 LSV1

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

- a. Initiates new topics and responds to adult-initiated topics.
- b. Asks relevant questions.
- c. Responds to questions with appropriate information.
- e. Offers own opinion forcefully without domineering.
- f. Volunteers contributions and responds when directly 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.

9 10 11 12 W. HISTORY STANDARDS

SSWH20

The student will examine change and continuity in the world since the 1960s.

- c. Analyze terrorism as a form of warfare in the 20th century; include Shining Path, Red Brigade, Hamas, and Al Qaeda; and analyze the impact of terrorism on daily life; include travel, world energy supplies, and financial markets.

TELEVISION CHANGES THE WORLD!



HIGH SCHOOL FIELD TRIP TO CNN

post-visit activity - 2 sessions / 60 – 90 minutes each

WORLD HISTORY

OBJECTIVES

- Students will think about and discuss how terrorism impacts their own lives.
- Students will discuss the importance of news coverage during the time of war.
- Students will research what a journalist's life is like in times of war.
- Students will write a letter from the viewpoint of a journalist in a country at war.

MATERIALS

- Have students go online to read *Gulf War Technology* at <http://www.newseum.org/warstories/technology/flash.htm> >>
- Print out *Worksheet #1 >> The Price of Freedom: Americans at War* OR <http://americanhistory.si.edu/militaryhistory/printable/section.asp?id=13> >>
- Access to computers.

PROCEDURE

1. Ask students to remember a few of the things they learned when you viewed and discussed the Humvee in the atrium of CNN. (The vehicle was used in the war in Iraq, was auctioned to benefit Fisher House, etc)
2. Ask students to discuss the reasons the United States became involved in the wars in Iraq and Afghanistan. Do the reasons we entered each war differ?
3. Ask students to think about and discuss how terrorism has affected their own lives. How has it impacted the United States economically and socially? How does it impact travel?
4. Ask students to consider how war impacts the people directly involved, particularly the soldiers

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SSWH21

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INSIDE A WAR!



HIGH SCHOOL FIELD TRIP TO CNN

post-visit activity - 2 sessions / 60 – 90 minutes each

WORLD HISTORY

PROCEDURE (CON'T)

involved in the conflict and journalists who are reporting on it. Ask students to explain why journalists put themselves in harm's way to report what is happening in times of war. Have students go online and read "**Gulf War Technology**" and pass out Worksheet 1 "**The Price of Freedom: Americans at War.**" Discuss.

5. Ask students if the news broadcast worldwide by reporters during wartime has any social or economic impact on countries around the world. What would be different about war coverage if television, satellites, or computers did not exist?
6. Ask students to research what life is like for soldiers and journalists in a country in which a war is being fought. Allow about 60 minutes for computer research on a current conflict, or another conflict in the last 10 years.
7. Using the information students have researched, ask students to write an editorial in the viewpoint of a journalist who was involved in reporting on a war effort. Remind students that editorial letters take a certain position and give facts to support that position. Remind students that an editorial letter is limited in length. Their letter today should not exceed 1000 words.
8. Once letters are completed, get into groups of five or six and read the letters within the small group.

CLOSING

Ask students to consider once again the experiences of soldiers and journalists involved in times of war. Ask students to discuss the role the news media plays in keeping citizens informed about current conflicts. Tell students that it is often said that "journalism is the first draft of history." Ask students to consider all of the historic events that have been covered by CNN throughout the years. Ask students to discuss how mass

9 10 11 12 L.A. STANDARDS (CON'T)

ELA 9,10,11,12W1 >>

- e. Writes texts of a length appropriate to address the topic or tell the story.
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INSIDE A WAR!



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WORLD HISTORY

CLOSING (CON'T)

media and global communication impact knowledge and perception of those events.

ASSESSMENT

1. Informally assess the discussion with students.
2. Assess the letter written in step 4.

GIFTED CONNECTION

Ask gifted students to consider why it's important for people living in one part of the world to be informed of conflicts in other parts of the world. Ask students to discuss the concerns and limitations journalists face in reporting from war-torn areas. Ask students to research media coverage of another war and debate whether or not reporting by the news media influenced events in the course of the war.



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ELA9, 10, 11, 12 LSV1

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- 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.

ELA9, 10, RC2

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.
- f. Recognizes the features of disciplinary texts.

INSIDE A WAR!



HIGH SCHOOL FIELD TRIP TO CNN

post-visit activity - 2 sessions / 60 – 90 minutes each

WORLD HISTORY



9 10 11 12 L.A. STANDARDS (CON'T)

ELA9, 10RC3

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.
- c. Explores understanding of new words found in subject area texts.

ELA9, 10RC4

The student establishes a context for information acquired by reading across subject areas. The student:

- a. Explores life experiences related to subject area content.



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/)

THE PRICE OF FREEDOM: AMERICANS AT WAR

WORLD HISTORY FIELD TRIP TO CNN
worksheet **1** (PAGE 1 OF 4)



NEW AMERICAN ROLES

With the collapse of the Soviet Union and the end of the cold war in 1989, the United States stood alone as a military superpower. Americans struggled to define the roles they should play in the community of nations and fought to defend their interests against threats at home as well as abroad.

Facts / Statistics

Dates: 1989-present

Troops: Over 3,000,000

Deaths: Over 750 (as of December 31, 2003)

Gulf War, 1991

In 1991, the United States became the world's only superpower and began redefining its global role.

When Iraq invaded neighboring Kuwait in 1990, President George H. W. Bush, with support from the United Nations, assembled a coalition of international allies. More than thirty countries, including Great Britain, France, Germany, Saudi Arabia, Syria, and Egypt, provided troops, in-kind support, and help to pay the \$61 billion cost of the war.

THE PRICE OF FREEDOM: AMERICANS AT WAR



WORLD HISTORY FIELD TRIP TO CNN worksheet 1 (PAGE 2 OF 4)

America's military leaders were determined that Iraq would not be another Vietnam. Joint Chiefs of Staff chairman General Colin Powell ensured that the coalition used what he called "overwhelming force." He also granted the coalition's commander, General Norman Schwarzkopf, wide latitude to direct operations from the field. In 1991, the American-led forces went to war to liberate oil-rich Kuwait from Iraqi occupation. Military leaders amassed troops and material, constructed bases, and targeted Iraqi military command centers and critical infrastructures. After massive air assaults, ground troops joined the attack. By January 17, 1991, in little more than 100 hours, the combined air-ground campaign freed Kuwait, expelling Saddam Hussein's armies. An American decision to let Hussein stay in power in Iraq quickly became controversial.

A half-million American men and women were deployed in the Gulf War; 148 died in combat. The speedy victory boosted public opinion of U.S. military prowess and public appreciation for the nation's all-volunteer armed forces. Troops returned home to flag-waving crowds and an outpouring of goodwill.

September 11, 2001

Stunning attacks in the United States by al Qaeda, an international Islamist terrorist group, killed nearly 3,000 people and launched an American-led war on terrorism.

At 8:46 a.m. on September 11, 2001, terrorists hijacked and crashed a passenger jet into the north tower of New York City's World Trade Center. Fire and rescue crews rushed to the scene. As live television coverage began, Americans watched in horror as a second plane slammed into the south tower at 9:03 a.m. Thirty-five minutes later, a third airliner dove into the Pentagon right outside the capital. A fourth jet, bound for Washington, D.C., crashed in Pennsylvania, its hijackers thwarted by passengers. The nation reeled, but resolved to fight back. For more information visit <http://americanhistory.si.edu/september11>.

THE PRICE OF FREEDOM: AMERICANS AT WAR



WORLD HISTORY FIELD TRIP TO CNN worksheet 1 (PAGE 3 OF 4)

War in Afghanistan, 2001

The United States invaded Afghanistan and overthrew the ruling Taliban, a fundamentalist Islamic militia, that was harboring al Qaeda and its leader, Osama bin Laden.

The United States launched its war against terrorism in Afghanistan, “Operation Enduring Freedom,” using diplomacy, intelligence gathering and analysis, law enforcement, monetary curbs, and military force. Several hundred Central Intelligence Agency and Special Forces operatives, armed with bundles of cash, recruited anti-Taliban forces and joined them in ground fighting. In October 2001, allied forces unleashed a torrent of precision-guided bombs and sea-launched cruise missiles against targets in Afghanistan, directing air support with lasers and Global Positioning System devices.

Remote-controlled, unmanned aerial vehicles (UAVs) were widely used in Afghanistan. They carried cameras and sensors that provided real-time intelligence to field commanders around the globe. Armed with Hellfire-C laser-guided missiles, the drones attacked mobile targets. The United States military forces experimented for the first time with various remote-controlled robots for ground reconnaissance. “PackBots” carried cameras that enabled ground troops to explore compounds and caves from a safe distance

Relying on this precision weaponry and several hundred ground troops, the United States toppled the Taliban and al Qaeda in Afghanistan. While Taliban and al Qaeda strongholds were quickly destroyed, Osama bin Laden and other highly sought leaders escaped.

As the United States launched its attacks in Afghanistan, it began a massive humanitarian relief operation. Millions of rations and explanatory fliers were air-dropped. Tons of supplies, from building materials to radios, were distributed on the ground. Troops were deployed to help Afghans build and rebuild schools and housing.

THE PRICE OF FREEDOM: AMERICANS AT WAR



WORLD HISTORY FIELD TRIP TO CNN worksheet **1** (PAGE 4 OF 4)

War in Iraq, 2003

In 2003, America’s role as sole superpower was once again tested—in Iraq, the heart of the Middle East. Called “Operation Iraqi Freedom” an invasion was launched in March 2003. The United States, Great Britain, and other coalition forces attacked and overthrew Saddam Hussein’s brutal regime in Iraq.

In the war against the Iraqi regime, U.S. and coalition forces simultaneously employed air strikes of unprecedented precision and ground attacks that were fewer, faster, and more flexible than those of the 1991 Gulf War. Troops deployed through Kuwait raced 300 miles to Baghdad, while Special Forces operatives were inserted deep into northern and western Iraq. When Turkey refused to allow a major coalition offensive to cross its border, small numbers of U.S. Special Operations Forces were inserted into northern Iraq, where they mobilized peshmerga, local Kurdish militia units. A long-oppressed ethnic minority, Kurds were willing allies in the fight against Hussein.

The Defense Department controlled media coverage of the war. In response to criticism that journalists had been excluded from on-the-scene coverage of the Gulf War, U.S. military officials embedded selected journalists with fighting units. These embedded journalists broadcast live reports to a global audience.

Major combat operations took less than two months, but coalition units remained entangled in a controversial effort to establish an Iraqi democracy. U.S. forces suffered 139 combat-related deaths before “major combat operations” in Iraq ended on 1 May 2003. As American and Iraqi authorities struggled to establish an interim government, U.S. and coalition forces faced civil unrest and an anti-occupation insurgency. Hundreds more U.S. troops were killed and wounded.