

## 12<sup>th</sup> Grade Media Literacy Inquiry

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# The Press and the President: A Love or Hate Relationship?



### Supporting Questions

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1. The Press and the President: Use or Be Used?
2. The Press and the President: Is Bad Press Always Bad?
3. The Press and the President: Friend or Foe?

## 12<sup>th</sup> Grade Media Literacy Inquiry

Compelling Question	The Press and the President: A love or hate relationship?		
New York State Social Studies Framework Key Idea(s) & Practices	<p><b>12.G5 PUBLIC POLICY</b> All levels of government – local, state, and federal – are involved in shaping public policy and responding to public policy issues, all of which influence our lives beyond what appears in the Constitution. Engaged citizens understand how to find, monitor, evaluate, and respond to information on public policy issues.</p> <p><b>12.G5d</b> Active and engaged citizens must be effective media consumers in order to be able to find, monitor, and evaluate information on political issues. The media have different venues which have particular strengths and serve distinct and shared purposes. Knowing how to critically evaluate a media source is fundamental to being an informed citizen.</p> <p>☐Gathering, Using, and Interpreting Evidence ☐Chronological Reasoning and Causation</p>		
Staging the Compelling Question	President McKinley: Life (and Death?) Hangs in the Balance ( <i>Erie Daily News</i> )		
<b>Supporting Question 1</b>	<b>Supporting Question 2</b>	<b>Supporting Question 3</b>	
The Press and the President: Use or be used?	The Press and the President: Is bad press always bad?	The Press and the President: Friend or foe?	
<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	
<p>Students will interpret and analyze historic political cartoons illustrating one side of the supporting question, The Press and the President: Use or be Used?</p> <p>Students will interpret and analyze two modern day political cartoons and justify in 2-3 sentences the supporting question, The Press and the President: Use or be Used?</p> <p>Students will select a modern political cartoon illustrating one side of the supporting question, The Press and the President: Use or be Used?</p>	<p>Students will analyze letters sent between Upton Sinclair and Theodore Roosevelt to determine how Sinclair’s negative report of the meat packing industry in his book <i>The Jungle</i> inspired Roosevelt to make major reform changes to the meat packing industry.</p> <p>For an entrance ticket into the next class, students must find a social issue in the press that has received negative coverage whereby the president has used to further his/her agenda in the form of an Executive Order.</p>	<p>Students will assign headlines to historic and modern day images.</p> <p>Students will locate a modern day headline about the current president that either reflects a positive or negative relationship with the press.</p>	
<b>Featured Sources</b>	<b>Featured Sources</b>	<b>Featured Sources</b>	
<p><b>Featured Source A:</b> The White House Transition Project: The Origins of the White House Beat</p> <p><b>Featured Source B:</b> Real Teddy Bear Story (Theodore Roosevelt)</p>	<p><b>Featured Source A:</b> <i>The Jungle</i> excerpt-- Upton Sinclair (1906)</p> <p><b>Featured Source B:</b> Letter from Upton Sinclair to President</p>	<p><b>Featured Source A:</b> Theodore Roosevelt riding a moose photograph <i>New York Tribune</i> (1912)</p> <p><b>Featured Source B:</b> Headlines</p>	

<p>Association)</p> <p><b>Featured Source C:</b> The Story of the Teddy Bear-Theodore Roosevelt Birthplace National Historic Site (U.S. National Park Service)</p> <p><b>Featured Source D:</b> Letter from Theodore Roosevelt to Philip Battell Stewart</p> <p><b>Featured Source E:</b> Letter from John Pitcher to Theodore Roosevelt</p> <p><b>Featured Source F:</b> Notice—don't shoot the animals (Theodore Roosevelt Center)</p> <p><b>Featured Source G:</b> Handout: Examples of two modern political cartoons with justification of the president "using or being used" by the press</p> <p><b>Featured Source H:</b> Political Cartoon Rubric</p>	<p>Theodore Roosevelt</p> <p><b>Featured Source C:</b> Letter to Upton Sinclair from President Theodore Roosevelt</p> <p><b>Featured Source D:</b> <i>The Jungle</i> Summary</p> <p><b>Featured Source E:</b> Meat Inspection Act of 1906</p> <p><b>Featured Source F:</b> Meat Inspection Act – Legal Document</p> <p><b>Featured Source G:</b> Response Worksheet</p>	<p>and articles about Theodore Roosevelt (1906-12)</p> <p><b>Featured Source C:</b> Friend or Foe cards</p> <p><b>Featured Source D:</b> <i>The Man in the Arena</i> speech excerpt (1910)</p> <p><b>Featured Source E:</b> Two frontpage images of the <i>Wall Street Journal</i>.</p> <p><b>Featured Source F:</b> Headline worksheet</p>
<p>Summative Performance Task</p>	<p><b>Argument</b></p>	<p>Argue in a letter to the editor if the relationship between Theodore Roosevelt and the media was positive or negative.</p>
	<p><b>Extension</b></p>	<p>Write an editorial on behalf a newspaper responding to their (the press) position about the treatment of Theodore Roosevelt during his presidential run in 1912.</p>
<p>Taking Informed Action</p>	<p><b>Understand:</b> Review, compare, and share three mainstream cable news networks coverage of a particular presidential event or action.</p> <p><b>Assess:</b> Interview local community members and/or family about their impressions of the media coverage of the current presidency.</p> <p><b>Act:</b> Create a live blog for students to comment on current media coverage of a presidential event or action.</p>	

## Overview

### Inquiry Description

This inquiry leads students through an investigation of Theodore Roosevelt’s presidency using the lens of his relationship to the press. The content of this inquiry relates to Key Idea 12.G5 Public Policy, and specifically, 12.G5d “Active and engaged citizens must be effective media consumers in order to be able to find, monitor, and evaluate information on political issues. The media have different venues which have particular strengths and serve distinct and shared purposes. Knowing how to critically evaluate a media source is fundamental to being an informed citizen.”

The compelling question, *The Press and the President: A Love or Hate Relationship?*, asks students to determine the relationship between the press and President Theodore Roosevelt and if it was positive (loving) or negative (hateful) as they utilize numerous media literacy skills.

As students move through the inquiry, they are asked to consider this love or hate relationship, using a range of primary and secondary historical sources and focus on the following key supporting questions about the press and the president: (1) Use or be used? (2) If bad press is always bad? and (3) Friends or foes?

NOTE: This inquiry is expected to take four to five 40-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and featured sources). Teachers are encouraged to adapt the inquiries in order to meet the needs and interests of their particular students.

Resources can also be modified as necessary to meet individualized education programs (IEPs) or Section 504 Plans for students with disabilities.

### Staging the Compelling Question

Compelling Question	The Press and the President: A Love or Hate Relationship?
Featured Sources	<ul style="list-style-type: none"><li>• <i>The Erie daily news</i>. (Erie, Pa), 07 Sept. 1901. <a href="https://s-media-cache-ak0.pinimg.com/originals/88/a0/f8/88a0f8bd7c9db9e5f3072d23e4e13d92.jpg">https://s-media-cache-ak0.pinimg.com/originals/88/a0/f8/88a0f8bd7c9db9e5f3072d23e4e13d92.jpg</a></li><li>• <i>The sun</i>. (New York [N.Y.]), 06 Sept. 1901. <i>Chronicling America: Historic American Newspapers</i>. Lib. of Congress. <a href="http://chroniclingamerica.loc.gov/lccn/sn83030272/1901-09-06/ed-1/seq-1/">http://chroniclingamerica.loc.gov/lccn/sn83030272/1901-09-06/ed-1/seq-1/</a></li><li>• <i>The evening world</i>. (New York, N.Y.), 06 Sept. 1901. <i>Chronicling America: Historic American Newspapers</i>. Lib. of Congress. <a href="http://chroniclingamerica.loc.gov/lccn/sn83030193/1901-09-06/ed-1/seq-1/">http://chroniclingamerica.loc.gov/lccn/sn83030193/1901-09-06/ed-1/seq-1/</a></li><li>• <i>New-York tribune</i>. (New York [N.Y.]), 06 Sept. 1901. <i>Chronicling America: Historic American Newspapers</i>. Lib. of Congress. <a href="http://chroniclingamerica.loc.gov/lccn/sn83030214/1901-09-06/ed-1/seq-1/">http://chroniclingamerica.loc.gov/lccn/sn83030214/1901-09-06/ed-1/seq-1/</a></li><li>• <i>The sun</i>. (New York [N.Y.]), 07 Sept. 1901. <i>Chronicling America: Historic American Newspapers</i>. Lib. of Congress. <a href="http://chroniclingamerica.loc.gov/lccn/sn83030272/1901-09-07/ed-1/seq-1/">http://chroniclingamerica.loc.gov/lccn/sn83030272/1901-09-07/ed-1/seq-1/</a></li><li>• <i>The evening world</i>. (New York, N.Y.), 07 Sept. 1901. <i>Chronicling America: Historic American Newspapers</i>. Lib. of Congress.</li></ul>

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*The sun*. (New York [N.Y.]), 08 Sept. 1901. *Chronicling America: Historic American Newspapers*. Lib. of Congress.
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*The evening world*. (New York, N.Y.), 08 Sept. 1901. *Chronicling America: Historic American Newspapers*. Lib. of Congress.
- <http://chroniclingamerica.loc.gov/lccn/sn83030193/1901-09-08/ed-1/seq-1/>  
*New-York tribune*. (New York [N.Y.]), 08 Sept. 1901. *Chronicling America: Historic American Newspapers*. Lib. of Congress.
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*The sun*. (New York [N.Y.]), 09 Sept. 1901. *Chronicling America: Historic American Newspapers*. Lib. of Congress.
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*New-York tribune*. (New York [N.Y.]), 10 Sept. 1901. *Chronicling America: Historic American Newspapers*. Lib. of Congress.
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*The sun*. (New York [N.Y.]), 11 Sept. 1901. *Chronicling America: Historic American Newspapers*. Lib. of Congress.
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*The sun*. (New York [N.Y.]), 12 Sept. 1901. *Chronicling America: Historic American Newspapers*. Lib. of Congress.
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*The evening world*. (New York, N.Y.), 12 Sept. 1901. *Chronicling America: Historic American Newspapers*. Lib. of Congress.
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*The sun*. (New York [N.Y.]), 13 Sept. 1901. *Chronicling America: Historic American Newspapers*. Lib. of Congress.
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- *The sun*. (New York [N.Y.]), 14 Sept. 1901. *Chronicling America: Historic American Newspapers*. Lib. of Congress.  
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- *New-York tribune*. (New York [N.Y.]), 15 Sept. 1901. *Chronicling America: Historic American Newspapers*. Lib. of Congress.  
<<http://chroniclingamerica.loc.gov/lccn/sn83030214/1901-09-15/ed-1/seq-1/>>
- *Letter from Ansley Wilcox to M. D. Mann et al.*. Theodore Roosevelt Papers. Library of Congress Manuscript Division.  
<http://www.theodorerooseveltcenter.org/Research/Digital-Library/Record?libID=o34712>. Theodore Roosevelt Digital Library.

### Staging the Compelling Question

Why do differences exist between newspapers reporting on the health of President McKinley after his assassination attempt?

Students will be presented with the front page of *The Erie Daily Times*, which reads “President M’Kinley’s [sic] Life Hangs in the Balance.” Students will be prompted to comment upon the context and source of the newspaper. Students will be asked to think-pair-share in response to the question: Where do you think the reporters got their sources of information?

Upon eliciting responses, students will be given a collection of documents. The documents represent three New York City newspapers that covered the condition of President William McKinley’s health between September 6, 1901 to September 15, 1901. Students will be provided with a task sheet that asks them to read through the newspapers and after reading the headlines and the main points, to gauge the perceived health of President William McKinley. Students are asked to report their findings using a scale. A score of ten would represent President McKinley is in perfect health and a score of zero would represent that his death is imminent. Once students complete their document examination and ratings scale, they will be asked to plot their findings on a dot plot. Each line should be a different color and represent a different newspaper.

Once students have completed the dot plot they will be asked to answer four questions. Students should provide their responses. Answers may vary. Finally, students will be presented with a final document, a letter from Ansley Wilcox to the attending physicians of President McKinley. Students are to read and annotate the

document. Students will be asked: Why did Ansley Wilcox write the letter? What role did the physicians play in the reporting of President McKinley's death? How does the media influence our perceptions of current events?



**Questions to Consider:** Answer in complete sentences.

1. Why do differences exist in the perceived health of President McKinley?

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2. Where are the reporting newspapers getting their information?

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3. Are all sources reliable or credible?

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4. What form of bias may exist within these sources?

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## Formative Performance Task 1

<b>Supporting Question 1</b>	The Press and the President: Use or be Used?
Formative Performance Task	<p>Students will interpret and analyze historic political cartoons illustrating one side of the supporting question, The Press and the President: Use or be Used?</p> <p>Students will interpret and analyze two modern day political cartoons and justify in 2-3 sentences the supporting question, The Press and the President: Use or be Used?</p> <p>Students will select a modern political cartoon illustrating one side of the supporting question, The Press and the President: Use or be Used?</p>
Featured Sources	<p><b>Featured Source A:</b> The White House Transition Project: The Origins of the White House Beat</p> <p><b>Featured Source B:</b> Real Teddy Bear Story (Theodore Roosevelt Association)</p> <p><b>Featured Source C:</b> The Story of the Teddy Bear-Theodore Roosevelt Birthplace National Historic Site (U.S. National Park Service)</p> <p><b>Featured Source D:</b> Letter from Theodore Roosevelt to Philip Battell Stewart</p> <p><b>Featured Source E:</b> Letter from John Pitcher to Theodore Roosevelt</p> <p><b>Featured Source F:</b> Notice—don’t shoot the animals (Theodore Roosevelt Center)</p> <p><b>Featured Source G:</b> Handout: Examples of two modern political cartoons with justification of the press “using or being used” by the president.</p> <p><b>Featured Source H:</b> Political cartoon rubric</p>
Key Idea	12.G5 PUBLIC POLICY: All levels of government—local, state, and federal—are involved in shaping public policy and responding to public policy issues, all of which influence our lives beyond what appears in the Constitution. Engaged citizens understand how to find, monitor, evaluate, and respond to information on public policy issues. (Standards: 1, 3, 4, 5; Themes: TCC, GEO, SOC, CIV, TECH)
Conceptual Understandings	<p>(12.G5d) Active and engaged citizens must be effective media consumers in order to be able to find, monitor, and evaluate information on political issues. The media have different venues, which have particular strengths and serve distinct and shared purposes. Knowing how to critically evaluate a media source is fundamental to being an informed citizen. (Standards: 1, 3, 4, 5; Themes: TCC, GEO, SOC, CIV, TECH)</p> <ul style="list-style-type: none"> <li>• Students will examine multiple political cartoons and letters evaluating how the media was used to influence reforms to government influence in the United States.</li> </ul>
Content Specifications	<ul style="list-style-type: none"> <li>➤ Students will examine several letters to and from Theodore Roosevelt.</li> <li>➤ Students will compare two stories about origin of the “teddy bear.”</li> <li>➤ Students will examine the literacy skills required to identify and analyze visual and textual primary sources related to Theodore Roosevelt.</li> </ul>

**Supporting Question 1**

The supporting question, *The Press and the President: Use or be Used?*, helps students establish the foundations of media literacy by evaluating several primary source documents. Evaluating modern news sources play a vital role in teaching media literacy.

The formative performance task asks students to research and select a modern day political cartoon to justify how one side of the supporting question, *The Press and the President: Use or be Used?*, for the current president is being demonstrated. Students will then analyze and justify in 2-3 sentences if the political cartoon shows the president using the press or the press using the president.

Students are provided with letters and political cartoons to conduct an assessment of media using primary historical source documents. Students will also be given two samples of modern political cartoons with 2-3 sentences justifying the supporting question, *The Press and the President: Use or be Used?*. The additional sources provided include a short excerpt from “Origins of the White House” which is intended to illustrate the relevance of the president’s relationship with the media. Also, the two different sources about the story behind the creation of the Teddy Bear illustrate the power of the press and its influence in people’s lives.

**Formative Performance Task 1**

The first few minutes of class will consist of a review of the events leading to Roosevelt’s inauguration and a reminder of the compelling question, *The Press and the President: A Love or Hate relationship?*

Displayed on the board will be the supporting question, *The Press and the President: Use or be Used?*. The teacher will ask the students if they know of any modern day examples of how the press may use the president or vice versa. The student responses should be recorded on the board or documented another way. Responses may include: The press could be used by the president to deliver a political message or agenda. The press uses a funny or bad behavior of the president in order to get people to read or listen to the story.

Once a list of defining examples is created, ask the students “How can media literacy be valuable for every day life?” Responses may include: Evaluating media can lead to more civic engagement. Having media literacy skills means one can access, analyze, and evaluate information we receive by the media. This skill may be useful because it allows the people in a democratic society and market based economy to make judgments and choices based on their individual interests.

The teacher will then pass out **Featured Source A**. This source material will open the discussion of how Theodore Roosevelt was a trailblazer in the founding of the modern relationship between the President and the White House Press Corps. To save time, the article may be divided up and assigned to groups consisting of 2-3 students to analyze and summarize their section to the class. Some notable content from the article the teacher should review is the following: The establishment of the first permanent pressroom in the White House demonstrates how Roosevelt viewed the media as an instrument to further his political agenda and be able to develop relationships with the press by inviting them to personal meetings

Once the students have been guided through the core idea of Roosevelt’s relationship with the press, the teacher will present **Featured Source B** and **Featured Source C** which will demonstrate how the press influenced the creation of the famous “Teddy Bear” children’s toy. The students will analyze with a partner how the press used the president’s hunting trip to develop a political message. The teacher will request that when the students analyze Clifford Berryman’s 1902 cartoon in the sources, that they observe, reflect, and develop further questions about the political cartoon. This exercise will show the power of political cartoons. The teacher will then solicit responses from the different groups of students giving examples of how the press used Roosevelt’s hunting experience.

Next, the teacher will pass out **Featured Source D** and **Featured Source E**. The students will read and analyze both letters to answer the supporting question, The Press and the President: Use or be Used?. Some of the student’s may conclude that Philip Stewart’s letter validates that Roosevelt believed he was used by the press as he believed the hunt was a disaster and made worse because of the presence of the media. On the other hand, based on their analysis of John Pitcher’s letter, students may conclude that Roosevelt used the press to his advantage as he planned and executed his next hunt.

Finally, students will be presented with **Featured Source F** and continue analyzing and interpreting the political cartoon entitled, “Notice---don't shoot the animals” by Clifford Berryman and work together as a class to answer the supporting question, The Press and the Presidency: Use or Be Used? The purpose of this activity is to determine to what extent, if any, how the press and the president are using one another to further their own respective agendas, be it for the creation of the first national wildlife refuge or the press increasing its readership.

After the class discussion and debriefing of **Featured Source F**, students should then be introduced to **Feature Source G**, two modern day political cartoons referring to the relationship between the current press and president. Students will be asked to write 2-3 sentences describing how each political cartoon either reflects the president using the press or being used by the press. The students should complete this task individually and once completed, the teacher will on several students to share their responses. View **Feature Source G** for possible student responses.

After the students have been guided through the two modern day political cartoon examples, the teacher will outline the formative task to be completed for the lesson or for homework depending on the time permitted. Students must locate a modern day political cartoon published in the last 6 months and in 2-3 sentences describes how the political cartoon reflects the president using or being used by the press. Students will be evaluated using the political cartoon rubric in **Featured Source H**.

**Supporting Question 1**  
**Featured Source A**

The White House Transition Project: The Origins of the White House Beat

[http://whitehousetransitionproject.org/wpcontent/uploads/2017/01/WHTP2017-53\\_Origins\\_of\\_the\\_White\\_House\\_Beat.pdf](http://whitehousetransitionproject.org/wpcontent/uploads/2017/01/WHTP2017-53_Origins_of_the_White_House_Beat.pdf)

**Supporting Question 1**  
**Featured Source B**

Real Teddy Bear Story (Theodore Roosevelt Association)

[http://www.theodoreroosevelt.org/site/c.eKSIidOWIij8H/b.8684621/k.6632/Real\\_Teddy\\_Bear\\_Story.htm](http://www.theodoreroosevelt.org/site/c.eKSIidOWIij8H/b.8684621/k.6632/Real_Teddy_Bear_Story.htm)

**Supporting Question 1**  
**Featured Source C**

The Story of the Teddy Bear-Theodore Roosevelt Birthplace National Historic Site (U.S. National Park Service)

<https://www.nps.gov/thrb/learn/historyculture/storyofteddybear.htm>

**Supporting Question 1  
Featured Source D**

Letter from Theodore Roosevelt to Philip Battell Stewart

<http://www.theodorerooseveltcenter.org/Research/Digital-Library/Record/?libID=o183588>

**Supporting Question 1  
Featured Source E**

Letter from John Pitcher to Theodore Roosevelt

<http://www.theodorerooseveltcenter.org/Research/Digital-Library/Record/?libID=o40550>

**Supporting Question 1  
Featured Source F**

Notice—don't shoot the animals (Theodore Roosevelt Center)

<http://www.theodorerooseveltcenter.org/Research/Digital-Library/Record/?libID=o289469>

**Supporting Question 1  
Featured Source G**

Handout: Examples of two modern political cartoons with justification of the president using or being used by the press.

**Political Cartoon A:** Demonstrates President Trump being used by the Press.

Justification: The Political Cartoon illustrates that President Trump does not compare to Theodore Roosevelt when implementing the political tactic of “Speak Softly and Carry a Big Stick”. The Political Cartoon features President Trump using Twitter to voice his opinion rather than following the method of Theodore Roosevelt. The Press is using President Trump by eluding that he is incompetent when he chooses to address the nation with Twitter, which is a controversial method of communication coming from the office of the presidency.



**Political Cartoon B:** Demonstrates President Trump using the Press.

This political cartoon illustrates President Trump solving all of the issues from the previous administration under President Obama via a fire extinguisher, with the smoke spelling out MAGA (Make America Great Again). This was the slogan President Trump utilized during his presidential campaign. In this case, Trump used the Press to his advantage with the catch phrase "Make America Great Again" featured in this political cartoon therefore spreading his agenda to the voting public.



**Supporting Question 1**  
**Featured Source H**

Political Cartoon Rubric

Criteria	Excellent	Good	Poor	Fair	Missing
Main Theme	The student had great knowledge and understanding of the meaning and subject or main theme of political cartoon	The student has knowledge and understanding of the meaning and subject or main theme of the political cartoon	The student has some knowledge and understanding of the meaning and subject or main theme of political cartoon	The student has little knowledge and understanding if the meaning and subject or main theme of political cartoon.	The student fails to demonstrate any knowledge or understanding of the political cartoon.
Identification of Key Issues/Main Points	Identifies the key issues and main points included in the political cartoon; shows understanding of creator's goal	Identifies most but not all of the key issues and main points in the political cartoon.	Describes in general terms one issue or concept included in the political cartoon.	Deals only briefly and vaguely with the key issues and main points in the political cartoon	Fails to make any distinguish of political issues or points.
Analysis Of Political Cartoon	Offers in-depth analysis and interpretation of the political cartoon distinguishes between fact and opinion: explores reliability of creator, compares/contrasts creator's point of view with others.	Offers accurate analysis of the political cartoon	Demonstrates only a minimal understanding of the political cartoon	Reiterates one or two facts from the political cartoon but does not offer any analysis or interpretation	Fails to make any interpretations.
Literacy	Written responses are clear, concise comments free of grammatical spelling, or punctuation errors.	Written responses are largely free of grammatical, spelling or punctuation errors.	Written responses contain numerous grammatical, spelling, or punctuation	Written Responses not present	Written Responses not present

## Formative Performance Task 2

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<b>Supporting Question 2</b>	“Is Bad Press Always Bad?”
Formative Performance Task	<p>Students will analyze letters sent between Upton Sinclair and Theodore Roosevelt to determine how Sinclair’s negative report of the meat packing industry in his book <i>The Jungle</i> inspired Roosevelt to make major reform changes to the meat packing industry.</p> <p>For an entrance ticket into the next class, students must find a social issue in the press that has received negative coverage whereby the president has used to further his/her agenda in the form of an Executive Order.</p>
Featured Sources	<p><b>Featured Source A:</b> <i>The Jungle</i> excerpt-- Upton Sinclair (1906)</p> <p><b>Featured Source B:</b> Letter from Upton Sinclair to President Theodore Roosevelt</p> <p><b>Featured Source C:</b> Letter to Upton Sinclair from President Theodore Roosevelt</p> <p><b>Featured Source D:</b> <i>The Jungle</i> Summary</p> <p><b>Featured Source E:</b> Meat Inspection Act of 1906</p> <p><b>Featured Source F:</b> Meat Inspection Act – Legal Document</p> <p><b>Featured Source G:</b> Response Worksheet</p>
Key Idea	<p>12.G5 PUBLIC POLICY: All levels of government—local, state, and federal—are involved in shaping public policy and responding to public policy issues, all of which influence our lives beyond what appears in the Constitution. Engaged citizens understand how to find, monitor, evaluate, and respond to information on public policy issues. (Standards: 1, 3, 4, 5; Themes: TCC, GEO, SOC, CIV, TECH)</p>
Conceptual Understandings	<p>12.G5d Active and engaged citizens must be effective media consumers in order to be able to find, monitor, and evaluate information on political issues. The media have different venues, which have particular strengths and serve distinct and shared purposes. Knowing how to critically evaluate a media source is fundamental to being an informed citizen. (Standards: 1, 3, 4, 5; Themes: TCC, GEO, SOC, CIV, TECH)</p> <ul style="list-style-type: none"> <li>Students will examine excerpts from <i>The Jungle</i>, letters between Sinclair and Roosevelt along with the Meat Inspection Act of 1906 to determine if the bad press highlighted by Upton Sinclair’s <i>The Jungle</i> turned out to have negative or positive results.</li> </ul>

Content Specifications	<ul style="list-style-type: none"> <li>➤ Students will analyze letters between Roosevelt and Sinclair.</li> <li>➤ Students will determine whether <i>The Jungle's</i> bad press was actually bad.</li> <li>➤ Students will identify the changes made to the meat packing industry due to the Meat Inspection Act of 1906.</li> </ul>
Social Studies Practices	Gathering, Using, and Interpreting Evidence; Chronological Reasoning and Causation.

### Supporting Question 2

The supporting question, *The Press and President: Is Bad Press Always Bad?*, allows students to investigate whether negative media is always bad or if it can be beneficial. The point of this supporting question is to give students an opportunity to analyze primary resources, interpret the evidence, and use critical thinking skills to take a position on whether bad press is always bad. It is meant to show students that even negative media coverage has the potential to lead to positive results.

The formative performance task asks students to analyze primary sources like excerpts from *The Jungle*, letters between Sinclair and Roosevelt, and the Meat Inspection Act of 1906 to determine if the bad press highlighted by Upton Sinclair's *The Jungle* was used by President Roosevelt to promote negative or positive results.

### **Formative Performance Task 2**

On the board the supporting question, *The Press and the President: Is Bad Press Always Bad?* will be displayed. Around the room will be six stations set up each with a different featured source, from the **Featured Sources A-F**. The teacher will begin class by asking the students what they think bad press means. The teacher will record the students' responses. The teacher will then ask the students the question, "In general, do you think bad press is always bad?" Next, the response worksheet, **Featured Source G**, will be given to each student. The students will be instructed to respond to the first question on their worksheet, "The Press and the President: Is Bad Press Always Bad? What are your initial thoughts?" The teacher will tell the students to keep this question in mind when analyzing the sources and responding to the questions on the rest of the worksheet as they move through a six-stop station activity.

The students will be assigned numbers 1-6, their number being what station they start at to avoid too many people at one station at a time. The students will spend the rest of class going from station to station analyzing the documents and responding to the questions on the worksheet. The teacher will monitor the room keeping the students on task, answering any questions they have keeping them progressing towards finishing the worksheet.

After the students finish their responses to the various primary sources, they will return to their seats and respond to the final two questions on the worksheet. After completing those two questions, the teacher will solicit student answers and ask the class if they believe Theodore Roosevelt used the negative press of the meatpacking industry to further his political agenda.

For an entrance ticket into the next class, students must find a social issue currently featured in the press that has received negative coverage whereby the president has used to further his/her agenda in the form of an Executive Order. For example in 2017, there were some press stories about the negative impact of illegal immigration such as increase in crime. The president at the time, used examples like this featured in the press, to justify his immigration ban on immigration.

**Supporting Question 2  
Featured Source A**

THE JUNGLE excerpt-- Upton Sinclair (1906)

Web link: <http://faculty.uml.edu/sgallagher/jungle.htm>

**Supporting Question 2  
Featured Source B**

Letter from Upton Sinclair to President Theodore Roosevelt

Web link: <https://catalog.archives.gov/id/301981>

**Supporting Question 2  
Featured Source C**

Letter to Upton Sinclair from President Theodore Roosevelt

Web link:  
<http://teachingamericanhistory.org/library/document/to-upton-sinclair/>

**Supporting Question 2  
Featured Source D**

*The Jungle* Summary

Web Link: <http://www.theodorerooseveltcenter.org/Learn-About-TR/TR-Encyclopedia/Reading-and-Writing/The-Jungle.aspx>

**Supporting Question 2  
Featured Source E**

Meat Inspection Act of 1906

Web link: <https://www.britannica.com/topic/Meat-Inspection-Act>

**Supporting Question 2  
Featured Source F**

Meat Inspection Act – Legal Document

Web link: <http://www.theodorerooseveltcenter.org/Research/Digital-Library/Record/ImageViewer?libID=o53265&imageNo=1>

**Supporting Question 2** Response Worksheet  
**Featured Source G**

Name: \_\_\_\_\_ Period: \_\_\_\_\_

**Initial Thoughts:**

1. The Press and the President: Is Bad Press Always Bad? What are your initial thoughts:

**Station 1 Questions:**

1. Who wrote the *The Jungle* and what was the book about?
2. What was the nation's response after reading this book? How would you have reacted?

**Station 2 Questions:**

1. List two things that Sinclair describes seeing during his visit to the Meat Packing Company:
2. What did Sinclair recommend should be the next steps in their investigation process?

**Station 3 Questions:**

1. In Roosevelt's letter, does he seem to support Sinclair's writings? How can you tell?
2. What does Roosevelt say he will do if Sinclair's allegations turn out to be true?

**Station 4 Questions:**

1. What did Sinclair blame the problems of immigrant life on?
2. What does "I aimed at the public's heart," Sinclair later wrote, "and by accident hit its stomach" mean to you?
3. What new legislation was passed in response to *The Jungle*?

**Station 5 Questions:**

1. What did the Meat Inspection Act of 1906 do?
2. How did Upton Sinclair's *The Jungle* help lead to the passage of the Meat Inspection Act of 1906?

**Station 6 Questions:**

1. List two new rules that the "Substitute for Amendment 29" required of the Meat Packing Industry.

**Final questions to be completed after all of the stations have been finished:**

1. How do you think Sinclair's book *The Jungle* impacted Theodore Roosevelt's support for the Meat Inspection Act of 1906?
2. The Press and the President: Is Bad Press always Bad? Explain your position now.

## Formative Performance Task 3

<b>Supporting Question 3</b>	The Press and the President: Friend or Foe?
Formative Performance Task	<p>Students will assign headlines to historic and modern day images.</p> <p>Students will locate a modern day headline about the current president that either reflects a positive or negative relationship with the press.</p>
Featured Sources	<p><b>Featured Source A:</b> Theodore Roosevelt riding a moose photograph <i>New York Tribune</i> (1912)</p> <p><b>Featured Source B:</b> Headlines and articles about Theodore Roosevelt (1906-12)</p> <p><b>Featured Source C:</b> Friend or Foe cards</p> <p><b>Featured Source D:</b> <i>The Man in the Arena</i> speech excerpt (1910)</p> <p><b>Featured Source E:</b> Two front page images of the <i>Wall Street Journal</i>.</p> <p><b>Featured Source F:</b> Headline worksheet</p>
Key Idea	<p>12.G5 PUBLIC POLICY: All levels of government—local, state, and federal—are involved in shaping public policy and responding to public policy issues, all of which influence our lives beyond what appears in the Constitution. Engaged citizens understand how to find, monitor, evaluate, and respond to information on public policy issues. (Standards: 1, 3, 4, 5; Themes: TCC, GEO, SOC, CIV, TECH)</p>
Conceptual Understandings	<p>12.G5d Active and engaged citizens must be effective media consumers in order to be able to find, monitor, and evaluate information on political issues. The media have different venues, which have particular strengths and serve distinct and shared purposes. Knowing how to critically evaluate a media source is fundamental to being an informed citizen. (Standards: 1, 3, 4, 5; Themes: TCC, GEO, SOC, CIV, TECH)</p> <ul style="list-style-type: none"> <li>• Students will examine various headlines in newspapers referencing Theodore Roosevelt and the Bull Moose Party to determine if the press and the president were friends or foes.</li> </ul>
Content Specifications	<ul style="list-style-type: none"> <li>➤ Students will examine images of famous political figures</li> <li>➤ Students will collaborate and discuss newspaper headlines in consideration of political figures included in specific images</li> <li>➤ Students will analyze and consider political figures in specific images in order to create a newspaper headline</li> </ul>
Social Studies Practices	Gathering, Using, and Interpreting Evidence; Chronological Reasoning and Causation

### Supporting Question 3

The supporting question, *The Press: Friend or Foe?*, helps students establish the foundation for considering the friendly or non-friendly relationship between the press and the president.

The performance task asks students to examine multiple sources, like newspaper headlines, to determine whether or not the press seems friendly or hostile toward Theodore Roosevelt between 1906-1912 and his political endeavors during those times. After students examine each provided headline or article, they will use a FRIEND or FOE card to vote to indicate if they think the source flatters or insults Roosevelt. The votes may be tallied and at the end of the activity the teacher will ask students what may account for the different press perspectives. Students may suggest the particular newspaper political slant, or perhaps the date of the press item.

### **Formative Performance Task**

The teacher will share **Featured Source A**, the image of Theodore Roosevelt riding a moose in the water. The teacher will direct the students to analyze this photo that was featured in the *New York Tribune* in 1912. The teacher may ask the following questions to the class and have them respond orally: What do you think the headline was? Based on what you know about Theodore Roosevelt, what headline might you create for this image? How do you think the public in 1912 reacted to this photograph? How would people react to a photograph of the current President riding a moose in a lake? Do you think the media is being a friend or foe to Theodore Roosevelt? Why or why not?

Next, the teacher will ask the students if they believe this photograph is authentic. After hearing their answers, the teacher will tell the students that this was featured in a 1912 newspaper article but that the image was fake. Usually the technology of the time, it was a doctored image. The teacher will ask the students why the newspaper might do this.

Moving the class into the FRIEND or FOE activity, the teacher will remind the class about Theodore Roosevelt's political pursuits, and the relevance of his political history and the influence of the media. The teacher might summarize the following: In 1901, Vice President Theodore Roosevelt became America's 26<sup>th</sup> President after President William McKinley was assassinated. During Roosevelt's multiple term presidency from 1901-1909, and also when he was nominated as the Republican candidate to run again in 1912, he maintained a complicated relationship with the press. During this time period in the US, the newspaper was the most relevant and trusted form of news for the American public. The impact this had on Roosevelt was career shaping, and the powerful nature of the press during his presidency can be highlighted by the influence of newspaper headlines and articles from that time.

Students will then be engaged in the FRIEND or FOE card performance task. The teacher will explain that all news has an impact and in this exercise, the students must consider what impact they think **Featured Source B**, a collection of article titles and headlines, had on the public opinions of the time period. They should consider Roosevelt's political terms, election successes and losses, and political party affiliation and the particular dates of each news item. For this activity, they should imagine they are Roosevelt and choose if the press is being a FRIEND OR FOE to them, and indicate by holding up the card reflective of that position.

After analyzing all of the sources, the teacher will finish the discussion with a final exercise by asking students to consider Theodore Roosevelt's political career and his relationship with the press and what they thought

Theodore Roosevelt might say about the press. The teacher then will have students read an excerpt from **Featured Source C**, Theodore Roosevelt's *The Man in the Arena* speech (1909), and ask them to sum up Roosevelt's impression of the press in one sentence.

Next, the teacher will give the students **Featured Source D**, two front page images of the *Wall Street Journal*. The teacher may ask the students the following questions: Look at these two newspapers headlines lined up next to each other. What do you notice? These are two headlines that were created on the same day for the same article, set to release at different times of the day. Why would they be different? What effect might this have on the president, his public opinion, and/or his political actions during this time? With these headlines, do you think the press is being a friend or a foe to the president?

As an exit ticket, students will be given **Featured Source E**, a headline worksheet, requiring them to create their own newspaper headlines based on current images of the president. For homework, the teacher may ask students to look for examples in current newspapers that reflect the press being a friend or a foe to the president.

**Supporting Question 3**  
**Featured Source A**

Theodore Roosevelt riding a moose in the water (1912)



**Supporting Question 3  
Featured Source B**

Headlines and articles about Theodore Roosevelt (1904-1912)

- *The San Francisco Call* (1904)

**THE CALL**  
SAN FRANCISCO, FRIDAY, JUNE 24, 1904. PRICE FIVE CENTS.

**ROOSEVELT WILL LEAD PARTY TO VICTORY;  
HIS RUNNING MATE THE POPULAR FAIRBANKS**

**COLISEUM SHAKEN AS BY A GALE**  
President's Name Is Signal for Wild Outburst.  
Terrific Din Lasts Twenty-Five Minutes.

**MR. ROOSEVELT UNCONCERNEDLY AWAITS RESULT**  
Bearer of Tidings Finds Him Chaffing With Members of His Family.

**HANNA'S PLACE NOW OCCUPIED BY CORTELYOU**  
New National Committee Selects the Manager for the Campaign.

**CALIFORNIA ELOQUENCE TRIUMPHS**  
Knight Adds to Renown of State's Orators.  
Delegates Depart From the Convention City.

**REPUBLICAN PARTY'S UNANIMOUS CHOICE FOR STANDARD BEARER.**

- *The Yorkville Inquirer* (1912)

Already the slump has begun. Even the Republican governor of Michigan, who was one seventh of all the Seven Little Governors, declares that he can see no need of Mr. Roosevelt's candidacy now that Woodrow Wilson has been nominated by the Democrats. The desertions will come faster and faster as the time for the **Bull-Moose** convention approaches.

## THE BULL-MOOSE AND BANDANNA PARTY

From the Cleveland News.  
Will some nature faker tell us whether the red bandanna is a distinguishing mark of the bear cat or the bull moose?

From the Baltimore Star.  
"Bull-moosing" may yet become a synonym for that most eloquent expression, to be "off one's nut."

From the Syracuse Herald.  
If the followers of Roosevelt, who are flaunting bandanna handkerchiefs, will delve far enough into the archives of the past, we think they will find a song about the "old bandanna."

From the Buffalo Express.  
The Roosevelters say that committee which they have appointed is not a real committee. Shall we call it a junta?

From the Columbia State.  
The Roosevelt party will be organized in August. Then the country will be in for three months of tin-panny, tom-tommery and general bull-moosery.

From the Brooklyn Eagle.  
The tongue of a bull moose is considered a rare delicacy by epicures. The bull moose party will furnish tongue enough to make the next election look like a delicatessen store. In honor of the party's success is it too early to talk about changing the name of Washington, D. C., to Moose Jaw?

From the Jacksonville Times-Union.  
The new party is propelled by a one-Roosevelt motor.

From the Albany Evening Journal.  
There are many things that may not happen before August comes.

From the Minneapolis Journal.  
Just where does Perkins come out?

From the Birmingham Age-Herald.  
If you have joined the new party then get out your bandanna. Even the millionaires in it are expected to carry the new war banner.

From the Birmingham Ledger.  
There is good reason to suspect that the "bull moose" party will not feel "bully" after some of the members with future political aspirations begin to realize that they are digging their political graves.

From the Savannah News.  
Talk of a party headed by Roosevelt and Bryan in the event the latter decides to walk out of the Baltimore convention is waste of time. They would never agree as to which one should lead the forlorn hope.

# THEO. ROOSEVELT

The Statesman, the Man Who Does Things—Will  
Intro Paragraph  
His Good Work Go On?

Theodore Roosevelt leaves the Presidency in the height of his favor with the people. In the face of past repeated assertions by those whose wishes ran parallel to their prophecies of a coming warning of popularity, the President retires from office with the admiration, the gratitude and the love of the country fast in his possession.

Supporting Question 3  
Featured Source C

Friend or Foe Cards



**Supporting Question 3  
Featured Source D**

The Man in the Arena speech excerpt (1910)

“It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who neither know victory nor defeat.” –April 23, 1910, Theodore Roosevelt, Paris, France

**Supporting Question 3  
Featured Source E**

Headline worksheet

# CREATE YOUR OWN HEADLINE

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Analyze these pictures of political figures with the 45<sup>th</sup> President of the United States of America, Donald Trump. Create your own headline based on what you gather from the images. Look at this 2016 image below of Donald Trump and Mexican President, Enrique Peña Nieto, for examples of positive and negative newspaper headlines by The Wall Street Journal.



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Create your own newspaper headline based on the image below.

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Donald Trump and 44<sup>th</sup> President, Barack Obama (2017)

Create your own newspaper headline based on the image below.

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Donald Trump and Canadian Prime Minister, Justin Trudeau (2017)

Summative Performance Task		
<b>Compelling Question</b>	The Press and the President: A Love or Hate Relationship?	
Summative Performance Task	<b>Argument</b>	Argue in a letter to the editor if the relationship between Theodore Roosevelt and the media was positive or negative.
	<b>Extension</b>	Write an editorial on behalf a newspaper responding to their (the press) position about the treatment of Theodore Roosevelt during his presidential run in 1912.

### Building an Argument

At this point in the inquiry, students have determined what type of relationship the press and the president have had. Was it positive (loving), was it negative (hateful), or was it a combination of both? Students will have weighed to what extent the president has used or been used by the press, given thought to if bad press is always bad or if can lead to positive results, and considered if the press and president have been friends or foes. Students should be able to demonstrate the breadth of their understanding and ability to use evidence from multiple sources to support their claims. As it is citizens' obligations to speak their mind, an avenue they may do so is in a letter to an editor. Therefore, in this task, students are asked to construct an evidence-based letter to an editor of a newspaper arguing their impressions of the relationship to the press and President Theodore Roosevelt.

### Extension

As an extension, students may be asked to respond to the various letters the students crafted to the editor and write an editorial on behalf of the newspaper responding about their (the press) position of how the press treated Theodore Roosevelt during his presidential run in 1912.

## Taking Informed Action

<b>Compelling Question</b>	The Press and the President: A Love or Hate Relationship?
Taking Informed Action	<b>Understand:</b> Review, compare, and share three mainstream cable news networks coverage of a particular presidential event or action. <b>Assess:</b> Interview local community members and/or family about their impressions of the media coverage of the current presidency. <b>Act:</b> Create a live blog for students to comment on current media coverage of a presidential event or action.

### Taking Informed Action

Students have a variety of opportunities to Take Informed Action as a culmination experience of this inquiry by reviewing, comparing, and sharing three mainstream cable news networks coverage of a particular presidential event or action; interviewing local community members and/or family about their impressions of the media coverage of the current presidency, or by creating a live blog for students to comment on current media coverage of a presidential event or action.

• **Common Core Connections Across the Grade 12 Inquiry**

Social studies teachers play a key role in enabling students to develop the relevant literacy skills found in the New York State Common Core Learning Standards for Grades 6-12 Literacy in History/Social Studies, Science, & Technical Subjects. The Common Core emphasis on more robust reading, writing, speaking and listening, and language skills in general and the attention to more sophisticated source analysis, argumentation, and the use of evidence in particular are evident across this inquiry.

Identifying the connections with the Standards will help teachers consciously build opportunities to advance their students' literacy knowledge and expertise through the specific social studies content and practices described in this annotated inquiry. The following table outlines the opportunities represented in the Grade 12 Inquiry through illustrative examples of each of the Standards represent.

<b>Compelling Question</b>	The Press and the President: A Love or Hate Relationship?
Common Core Standards in History/Social Studies for Grades 11-12	
Key Ideas and Details	<p>CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>See Formative Performance Tasks 1, 2, 3</p>
Craft and Structure	<p>CCSS.ELA-LITERACY.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.</p> <p>CCSS.ELA-LITERACY.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>CCSS.ELA-LITERACY.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>See Formative Performance Tasks 1, 2, 3</p>
Integration of Knowledge and Ideas	<p>CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.RH.11-12.8</p>

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

See Formative Performance Tasks 1, 2, 3