

A View of The World in Black and White

Grade level: All
Time: 45 minutes or longer

Objectives:

- Identify how different countries/communities are (or are not) represented in the media.
- Recognize how global communities are interconnected.

Curricular Connections: Civics, Language Arts

Material: Various daily newspapers from the last week, or several internet news sources, paper, pen/pencil, world map. [A View of The World worksheet](http://www.publicachievement.org/TeacherGuide/Activities/ViewOfTheWorldWorkSheet.pdf)
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Procedure:

- 1) Divide students into groups of 3-5 depending on number of papers available and size of class.
- 2) Each group chooses a recorder to write down the names of the countries and information found in the paper.
- 3) Give each group a daily paper and several worksheets. Ask them to identify all the different countries mentioned in the paper and to briefly summarize what the story is about.
- 4) As each group finishes have them identify and mark with stickers on the world map the countries they found.
- 5) Discuss results with students. What parts of the world are we getting news from? What countries were mentioned most often? Why? What topics are discussed? (E.g. – politics, economics, the weather, health, etc.)
- 6) Have students write an editorial or a letter to a news station regarding a story that is underrepresented.
- 7) You can expand the activity over the year by having students continue looking for stories on their own, marking the map when they come to class until there are stickers everywhere in the world.

Alternatively, begin with a discussion of global interdependence, how people from one country or community might depend on people from another country (economics, agriculture, trade, politics, world hunger, ecology, etc.). Groups can then look through the newspaper for stories that illustrate this interdependence. Organize stories according to categories you found.

Reflection:

- Discuss why certain areas of the world get more attention than others.
- Ask students to think of ways to more fairly represent the various people of the world.
- Ask students to make a list of ten things they depend on others for.

Assessment:

1. Power maps or brief paragraphs summarizing the power relations taking place in an article
2. Editorials and letters.

Source: Adapted from Minnesota 4-H, Global Awareness Evening Program