Global Football Through the Media's Lens

Pam Merrill
psmerrill2011@gmail.com

Overview:
Students will gain an understanding of the role of media as a source of public information regarding geographic events, development, and issues by examining and weighing the validity of various forms of media. The environmental challenge of climate change is used to illustrate the six basic purposes of media, utilizing an interactive online global tour. Students will have the opportunity to expand their research and technological skills through the production of online global tours, investigating additional topics of desertification, deforestation, pollution, overpopulation, and urban sprawl.

Grade Level: 6th and 7th grade geography

National Geographic Standards
1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective
3. How to analyze the spatial organization of people, places, and environments on Earth's surface
4. The physical and human characteristics of places
7. The physical processes that shape the patterns of Earth's surface
15. How physical systems affect human systems
18. How to apply geography to interpret the present and plan for the future

2012 Oklahoma State Standards for Social Studies	2019 Oklahoma State Standards for Social Studies
Literacy Skills Standard 1: The student will develop and demonstrate Social Studies reading literacy skills.	Social Studies Practices Standard 4. Read Critically and Interpret Informational Sources - Students will engage in critical, active reading of grade-level appropriate primary and secondary sources related to key social studies concepts, including frequent analysis and interpretation of informational sources.
A. 1. Cite specific textual evidence to support analysis of primary and secondary sources.	**4.A.6-8.1** Paraphrase the main idea and cite evidence from primary and secondary sources; provide an accurate summary of a source distinct from prior knowledge or opinion.
A. 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	**3.A.6-8.1** Gather, compare, and analyze evidence from primary and secondary sources on the same topic, identifying possible bias and evaluating credibility
B. 6. Identify aspects of a text that reveal an author's point of view or purpose	**4.B.6-8.1** Analyze works written on the same topic and compare methods the authors use to achieve similar or different purposes.

C. 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	**4.A.6-8.2** Integrate the use of visual information (e.g. maps, charts, photographs, videos, political cartoons) with textual information from primary and secondary sources.

C. 8. Distinguish among fact, opinion, and reasoned judgment in a text.	**4.B.6-8.2** Evaluate textual evidence to determine whether a claim is substantial or unsubstantial.
Literacy Skills Standard 2: The student will develop and demonstrate Social Studies writing literacy skills.	Engage in Evidence-Based Writing: Understanding the multiple purposes of the writing process. Students will develop written products designed for a variety of social studies related investigations. Students will use and integrate evidence to present knowledge and support opinion.
B. 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	**5.A.6-8.2** Compose informative essays and other written products about social studies topics, incorporating evidence (e.g. facts, examples, details) from multiple sources, maintaining an organized, formal structure.
B. 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	**5.B.6-8.1** Refine and formulate viable research questions related to social studies investigations, using well-developed theses or claims.
B. 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	**5.B.6-8.2** Quote, paraphrase, and summarize findings, avoiding plagiarism.
B. 9. Draw evidence from informational texts to support analysis reflection, and research.	**5.A.6-8.2** Compose informative essays and other written products about social studies topics, incorporating evidence (e.g. facts, examples, details) from multiple sources, maintaining an organized, formal structure.
Grade 6 & 7 Content Standard 1: The student will analyze data from a geographic perspective using the skills and tools of geography.	**6.1/7.1** The student will analyze data from a geographic perspective using the skills and tools of geography.

1. Cite specific geographic information to support analysis from primary and secondary sources located in texts, documents, newspapers, magazines, journals, political cartoons, and online news sources.	**6.1.1** Apply geographic information to support analysis from primary and secondary sources located in a variety of texts. **7.1.1** Integrate specific geographic information to support analysis from primary and secondary sources located in texts, documents, newspapers, magazines, journals, political cartoons, and online news sources/

2. Integrate visual information, draw conclusions, and make predictions from geographic data and analyze spatial distribution and patterns by interpreting that data as displayed on globes, graphs, charts, satellite and other forms of visual imagery including data from bar and line graphs, pie charts, thematic maps, population pyramids, climagraphs, cartograms, contour/relief maps, GIS systems, and diagrams.	**6.1.3** Integrate visual information, draw conclusions, and make predictions from geographic data and analyze spatial distribution and patterns by interpreting that data as displayed on geographic tools. **7.1.5** Integrate visual information, draw conclusions and make predictions from geographic data and analyze spatial distribution and patterns by interpreting that data as displayed on geographic tools.
4. Integrate visual information and apply the skill of mental mapping of the political and physical features of Earth's surface and to organize information about people, places, and environments.	**6.1.4** Integrate visual information and develop the skill of mental mapping of the political and physical features of Earth's surface in order to organize information about people, places, and environments. **7.1.4** Integrate visual information and apply the skill of mental mapping of the political and physical features of Earth's surface in order to organize information about people, places and environments.
5. Conduct short research projects by investigating contemporary events and issues from political, economic, social, and geographic perspectives.	**6.1.5** Describe and analyze the role of geographic factors on current events and issues. **7.1.6** Describe and analyze the role of geographic factors on current events and issues.
Grade 6 Content Standard 5. The student will analyze the interactions of humans and their environment in the western hemisphere.	**6.4** The student will analyze the interactions of humans and their environment in the Western Hemisphere.

5.1 Cite specific textual and visual evidence to describe the relationship between the distribution of major renewable and nonrenewable resources.	**6.2.4** Describe the relationship and summarize the impact of the distribution of major renewable and nonrenewable resources on each region.
5.2 Evaluate the effects of human modification of and adaptation to the natural environment.	**6.4.2** Evaluate the effects of human modification on the natural environment through transformation caused by subsistence and commercial agriculture, industry, demand for energy, and urbanization.
5.3 Analyze regional problems of the western hemisphere having spatial dimensions.	**2.B.6-8.**1 Draw upon gathered information to analyze how a specific problem can manifest itself in local, regional, and global levels over time, evaluating options for individual and collective solutions.
Grade 7 Content Standard 5. The student will analyze the interactions of humans and their environment in the Eastern Hemisphere.	**7.4** The student will analyze the interactions of humans and their environment in the Eastern Hemisphere.
5.1 Cite specific textual and visual evidence to describe the relationship between the distribution of major renewable and nonrenewable resources.	**7.2.2** Describe the distribution of major renewable and nonrenewable resources of each region.
5.2 Evaluate the effects of human modification of and adaptation to the natural environment.	**7.4.4** Evaluate the effects of human modification of and adaptation to the natural environment through transformation caused by agriculture, the use of modern irrigation methods, industry, demand for energy, and urbanization.
5.3 Analyze regional problems of the eastern hemisphere having spatial dimensions.	**2.B.6-8.1** Draw upon gathered information to analyze how a specific problem can manifest itself in local, regional, and global levels over time, evaluating options for individual and collective solutions.

Resources Needed:

PowerPoint presentation “Global Football & the Media”
Global Football political cartoon, one copy per student pairs
TACOS cartoon analysis handout, one copy per student pairs
Media Sort, cut into eight cards, one set of cards per student pairs
Climate Change political cartoons, cut apart, one cartoon per student
MAPS Cartoon Analysis handout, one copy per student
Media’s Roles Review, one copy per student pairs
Computer and Internet Access (or tablet, laptop); cell phones are not recommended

Time Frame:
2 class periods, approximately

Procedures:

1. Use the Powerpoint presentation, “Global Football & the Media” ask students to examine a cartoon about some challenges facing our planet. The teacher should introduce the TACOS model for analyzing political cartoons and ask students to use the model for breaking down the elements, symbols, and message of the cartoon through a whole-class discussion. Remind students that because our environment and its people are changing rapidly, it is important to understand the value of different news and media sources of information. The reliability and accuracy of different sources of media is vital in helping us and our leaders make well-informed decisions on how to best tackle the environmental challenges facing our communities and our planet.
2. Divide the class into pairs of students. Give each pair a set of eight cards representing eight different forms of news media, cut apart from the handout “Media Sort” included in this lesson. Inform student pairs that they should briefly discuss the reliability of each source, then rank the eight sources from most to least reliable for offering valuable and accurate information about global events. Arrange the eight cards on student desks, with the least valuable being at the bottom and the most valuable being at the top.
3. Allow time for student pairs to move from their desks to view the rankings of other student pairs. Conduct a brief class discussion to elicit reasons for students’ rankings.
4. Inform students that they will be examining one of the controversial environmental challenges- climate change- from the introductory cartoon. To introduce students to this environmental challenge, give each student pair two copies of the Climate Change Political Cartoons and two copies MAPS Cartoon Analysis form, included in this lesson. Allow 5 minutes for students to individually analyze the cartoons, completing the MAPS Cartoon Analysis. (One student in each pair will analyze the top cartoon, while the other student will analyze the bottom cartoon.) Allow an additional 3-4 minutes for students to meet as pairs to compare the similarities of the two cartoons. What is the topic? What are similar people, objects, and locations featured in both cartoons? How does the artist express a message about this topic using similar symbols? Conduct a brief class discussion to reveal similar conclusions among students.
5. Inform students that they will be taking a world tour of various global locations where scientists and geographers are observing evidence of climate change, referencing different forms of media used to publish such conclusions. Continue using the Powerpoint presentation “Global Football & the Media” to remind students of the media main purposes:
    A. to inform us of the facts
    B. to provide background or history about a situation
    C. to bring attention to problems needing attention or solutions
    D. to allow us to express our opinions about a subject such as climate change
    E. to present differing views or perspectives about a subject, and F. to keep us aware of new and changing developments.

Understanding these purposes will be necessary while exploring the topic of climate change through the online global tour.

6. Provide student pairs with the link https://goo.gl/KypbG2 to access the online global tour, which uses the program called Tourbuilder. (Note: If this is the first experience using Tourbuilder, the teacher may wish to briefly show students how the different tools and views are accessed through the program. Also, if students do not have access to classroom computers or tablets, the tour can be completed as a whole-class, teacher-driven exploration.) Remind students that at each

stop on the “tour” they will find discussion questions which should be addressed, using information found at each stop along the tour. (Tip: If the teacher desires, responses to each stop’s discussion questions can be submitted in writing by each student group.) Students should be given a minimum of 30 minutes to finish the tour.

Assessment:

Following the tour, give each student pair one copy of the Media’s Roles Review, included in this lesson. Allow time for students to discuss how the different forms of media helped them understand the environmental issue of climate change. Which forms were more reliable than others? Why?

Extension and Enrichment:

1. Assign students, individually, in pairs, or small groups, one of the five other environmental issues found on the Global Football cartoon (air pollution, deforestation, desertification, overpopulation, urban sprawl).
2. Provide time in a computer lab or using classroom tablets for students to create their own global tour of their assigned issue. Require each tour to include a minimum of 5 global locations and utilize three sources of media that fulfill three of media’s six purposes.
3. Ask students to provide the URL link to their tour for teacher evaluation and peer investigations.

(Tip: Create a classroom website using other online free programs, such a Livebinders (http://www.livebinders.com/), Weebly (https://www.weebly.com/website/) , or Symbaloo (https://www.symbaloo.com/home/mix/13eP29aBMO) to share student-created digital products’ URL links for parents and the community to view. Students are proud of their research and excited to be “published” on the internet!)