

## PROJECT #2 DECONSTRUCTING NEWSPAPERS

Now that you have had an opportunity to work with images of race identity, you are going to look at how the media reflects, shapes, and transforms ideas of race. In particular, you will be studying newspapers. You will start by identifying all of the sections of your newspaper. Then you will choose the four that you believe will aid your group in identifying this newspaper's bias/es, target audience/s or intended culture/subculture/s, and its message/s. You will assign each group member a section of the paper to read and identify the former terms. Then you will come to consensus as a group about what the overarching views of the newspaper on the terms stated above are and convey them to the rest of the class by creating a graphic organizer that houses all of your information. Although you will be working with group members today, everyone in your group must write the information on their own sheet of paper.

**STEP 1:** Title a separate sheet of paper, Deconstructing Newspapers. Write your name in the top right hand corner. In the top left hand corner, write the names of the rest of your group members. From the list of group roles below, assign responsibility for each. Write the group member's role next to their name on your sheet of paper.

**Facilitator** – Your job is to keep the group focused on the assignment and to make sure your group has completed each step of the process.

**Illustrator** – Your job is to draw the graphic organizer that will house all of your group's ideas in an organized, clear, and logical manner. It is not your job to decide on the ideas for the graphic organizer. It is only your job to draw what the whole group decides on.

**Time Keeper** – Your job is to keep track of the time, making sure your group completes each step of the process in the amount of time they are given. It is your job to help the facilitator keep everyone focused.

**Presenter** – Your job will be to help your group members to present the information in the graphic organizer and to explain why your group created the visual in the way they chose to organize it (e.g., how it relates to the information presented). It is not your job to conduct the entire presentation. It is your job to make sure that everyone in your group has a role in the presentation, that they can effectively convey the ideas in the graphic organizer, and that the presentation runs smoothly.

**STEP 2:** Identify the four sections of the newspaper your group feels would be the most helpful in identifying your newspaper's bias, target audience or intended culture/subculture, and message. Write them down on your individual sheets of paper. Then assign each group member a section they will be responsible for identifying the bias/s, target audience/s or intended culture/subculture/s, and its message/s and write their name next to the section they will be responsible for.

**STEP 3:** Read your sections. You must take notes on information you believe might reveal the bias/s, target audience/s or intended culture/subculture/s, and message/s. This information could be found in the articles, the images, the advertisements, the editorials, or what is NOT found in the paper. Be sure to look at all the details with a critical eye and mind. You must be able to demonstrate evidence that supports your theory/s about the newspaper. So write all that you find down.

STEP 4: Meet with your group members to discuss the theory/s you come up with. Each group member must present your section notes. After you have heard from each group member, decide upon your newspaper's bias/s, target audience/s or intended culture/subculture/s, and message/s. Write them on your individual sheets of paper.

STEP 5: As a group, answer the following questions based on your critical reading of the newspaper:

- a) How is race addressed in this newspaper?
- b) What are the assumptions this newspaper makes about its intended audience (politically, socially, racially, and economically)?
- c) What does the newspaper want the target audience to believe (politically, socially, racially, and economically)?
- d) What does the newspaper think others (not the target audience) believe (politically, socially, racially, and economically)?
- e) What are your assumptions about the newspaper's creators based on your answers to the above questions (racially, socially, politically, and economically)?

Write your agreed upon answers on your individual sheets of paper.

STEP 6: Create your graphic organizer – Your organizer must include:

- a) an answer to the questions: “How does this medium (this newspaper) reflect, shape, and transform the idea of race?” and “ Does the news just reflect what society demands of it?”
- b) the title of the newspaper you have studied
- c) all of your group members names and roles
- d) an original title that summarizes your group's ideas
- e) the newspaper's bias/s, target audience/s or intended culture/subculture, and message/s
- f) the answers to the questions in STEP 5
- g) a creative, unique, and logical visual that houses all of the information listed above in a way that makes sense to you and you think will make sense to your peers

STEP 7: Present your organizer and your findings—Decide how your group will present your graphic organizer. Everyone must present. Make sure you divide up the presentation equally among your group members. Write down who is doing what on your individual sheets.