

Activity #2

# Coastal Journalism Projects

## ● ● ● In Advance *Research Preparations*

### At Least One Class Period in Advance \_\_\_\_\_

- At the end of Activity #1 “Coastal Issues in the News,” have the class identify a few issues from their research they want to investigate further. Divide the class into teams of four to six students, with each team selecting a different issue to research.
- As part of their investigations, team members are responsible for tracking newspapers, television, and radio for news related to the issue from this class period throughout the remainder of the time devoted to this activity. Have team members divide responsibility for collecting newspaper articles or taking notes on radio or television spots from different newspapers, television stations, and radio stations. Students will share their notes and articles with others on their team, eventually including these in the “Coastal Issues in the News” portfolios begun in Activity #1.
- Photocopy all of the relevant newspaper articles collected by team members for Activity #1 for each member of the appropriate Activity #2 team. Assign the task of making and distributing photocopies to team members, or make copies yourself.

## ● ● ● Class Period One *Team Planning*

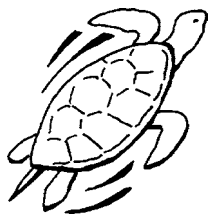
### Materials & Setup \_\_\_\_\_

*For each student*

- Student Page “Investigating Coastal Issues” (pp. 14-21)

### Instructions \_\_\_\_\_

- 1) Allow student teams to meet for the entire class period to devise a plan for investigating their issue further. Teams should use the Student Page “Investigating Coastal Issues” to guide their work.
- 2) Help students come up with schedules for their investigations. They will need to know when their investigations need to be completed, when their articles and portfolios are due, and when any interim products are due. (You may want to collect an interim progress report from each team, outlining what team members have already done and plan to do.)
- 3) Remind students that all of the information they collect and generate should be shared with everyone on their team and go into their portfolios. This includes interview notes and copies of correspondence. (If photocopies need to be made, again assign that task to particular students or make copies yourself.)



## Options

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- Instead of having individual students keep their own portfolios and write their own articles, have each team keep a portfolio of its issue investigation.
- Have team members collaborate on writing a series of newspaper articles, with different members writing each article. In addition, some team members could serve as illustrators, photographers, or cartographers.

### ● ● ● Interim Meetings *Investigation Phase*

Student teams will need to meet periodically to share information and update their research plans. You can allocate class time for these meetings or have students meet outside of class. Depending upon the length of time you have allotted for team investigations, one to three of these interim meetings should be sufficient.

### ● ● ● Class Period Two *Integrating Team Knowledge*

(after the one- to three-week investigation period is completed)

## Materials & Setup

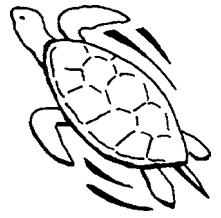
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- Student Page “What Journalists Learn” (pp. 22-25)

## Instructions

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- 1) Student teams meet to integrate all of the information they collected about their issue. Each student will be responsible for writing a newspaper article on the issue, and this team meeting is a good opportunity for them to make sure they have the information they need from each other.  
If a team is done meeting before the class is finished, individual team members can use the remaining time to begin work on their articles.
- 2) Ask students what they think makes a good newspaper article. Make a list on the board or overhead, and help the class narrow down this list into a brief set of criteria. (Suggested topics for the criteria include accuracy; presenting various perspectives; answering the Five Ws—who, what, where, when, and why; objectivity; and clear writing.)
- 3) As homework, assign students to write a 1000-1500-word article on the issue they have been investigating. Each student may use information gathered by any of the team members in writing the article. The article is to be included and handed in with the portfolio.
- 4) Also assign the Student Page “What Journalists Learn” as homework. (You may want to add some in-class follow-up discussion time using the questions in this student page once students have completed their articles.)



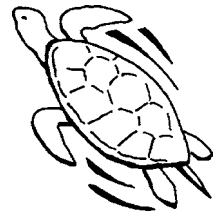
## Journal Ideas

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- What are some options for resolving this issue? Do you think any of them could work?
- Do you think the journalists who wrote the original articles you collected about this issue truly understood the issue when they wrote about it? Explain your answer.
- What are some of the challenges of reporting on coastal issues?

## Assessment Tools

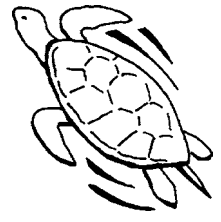
- Student Page “Investigating Coastal Issues” (team plan portion, pp. 19-21)
- Participation in group work
- Student Page “What Journalists Learn”
- “Coastal Issues in the News” portfolio, including a student-written article (Use student-generated criteria for a good newspaper article as one means of assessing articles.)
- Journal entries



# Investigating Coastal Issues

Newspapers are one source of information about issues affecting the coastal areas of Maui. But newspapers cannot present the whole story on every issue, so critical readers often use the newspaper story as a starting point for their own investigations. Your team will work together to develop a more in-depth understanding of one issue you select.

- Make a plan for your team’s investigation.
  - 1) Continue to watch the newspapers, radio, and television for more information about this issue. Look on-line or in the library for back issues of local and state newspapers for more information.
  - 2) Come up with a list of questions about the issue using the newspaper article(s) you originally collected as a starting point.
  - 3) Develop a list of people and organizations you will contact for more information about the issue. Use the newspaper article(s) and the list of local resources as a starting point. Make sure you are including a range of viewpoints as you develop this list.
  - 4) Divide responsibility for contacting the people and organizations among team members. Make sure team members know their responsibilities and which questions they are trying to answer.
  - 5) Make a schedule with deadlines for this first phase of research. (This phase will uncover more leads that your team will want to follow up.) Your teacher will help you develop your schedule.
- Write up your team’s plan, including all of the points listed above and any other elements you decide are important. Use the chart in the student page to write it out.
- Select one team member to be the project manager. The project manager’s job is to make sure the project is on schedule and to remind other team members of upcoming deadlines and responsibilities.
- Your team will need to have additional meetings as your investigation goes along. You will need to update each other about what you are learning, identify new questions, questions that haven’t been fully answered, and new ideas and viewpoints that you uncover. Divide up responsibility for new research leads.
- The project manager should keep current research plans and records of which tasks have been accomplished.



## As You Contact People

Use the following basic rules:

- 1) Introduce yourself and your project.
- 2) If you are calling, ask if it is a good time to talk, or if you can set up an appointment at another time.
- 3) Have a list of three to five questions you want to ask prepared ahead of time.
- 4) Clarify and probe. Make sure you understand what you're being told. Ask probing questions if it seems to conflict with other information you've gotten.
- 5) After your conversation, or after receiving a response to a letter or e-mail message, thank the person for taking the time to give you information.
- 6) Keep complete notes about your communication with people, including copies of letters and e-mail messages, notes from telephone conversations, and notes about when you left telephone messages.

## Resources for Investigating Local Coastal Issues

This is a listing of organizations and information sources that are likely sources of information on Maui coastal issues. Use it as a starting point in your research.

### People

- The reporter who wrote the article
- Anyone who is quoted in that article and organizations referred to in the article
- Your friends and family members—if they do not know much about the issue, maybe they know someone who does.

### Hawai'i State Government Offices

#### Department of Health

"Environmental Health" home page at <[www.hawaii.gov/doh/eh/](http://www.hawaii.gov/doh/eh/)>

#### Department of Land and Natural Resources

<[www.hawaii.gov/dlnr/](http://www.hawaii.gov/dlnr/)>

(See telephone book and website for divisions not listed below and division website addresses)

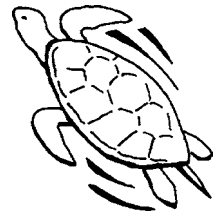
#### *Division of Forestry and Wildlife*

Wailuku  
984-8100

#### *Na Ala Hele Maui Office*

Kahului  
871-2831

Establishes and maintains trails that help support recreational activities such as fishing, hiking, camping, hunting, picnicking, and nature photography



*Division of Aquatic Resources*

243-5294

Manages the State's marine and freshwater resources

*Division of Boating and Ocean Recreation, Maui District Office*

Wailuku

243-5824

Manages and administers ocean recreation and coastal areas programs

*Division of Conservation and Resources Enforcement*

Wailuku

984-8110

Enforces state laws and rules involving state lands, parks, historic sites, forest reserves, aquatic life and wildlife areas, coastal zones, conservation districts, and state shores

**Hawai'i State Legislature**

<[www.capitol.hawaii.gov/](http://www.capitol.hawaii.gov/)>

"Public Access Room" at <[www.state.hi.us/lrb/par/](http://www.state.hi.us/lrb/par/)>

Provides means for public knowledge and participation in the legislative process

**Hawai'i Tourism Authority**

<[www.state.hi.us/tourism/](http://www.state.hi.us/tourism/)>

**Kaho'olawe Island Reserve**

<[www.hawaii.gov/kirc/main/home.htm#Overview](http://www.hawaii.gov/kirc/main/home.htm#Overview)>

**Department of Business, Economic Development, and Tourism**

"The State of Hawaii Data Book 1997," <[www.state.hi.us/dbedt/db97/index.html](http://www.state.hi.us/dbedt/db97/index.html)>

Contains statistical information about Hawai'i and its people

**Maui County Government Offices**

**County Council**

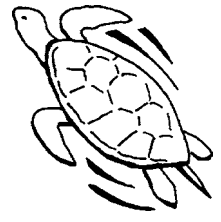
<[www.co.maui.hi.us/council/index.html](http://www.co.maui.hi.us/council/index.html)>

Includes contact information for county council members and information about land use, planning, and parks & recreation committees

**Department of Parks and Recreation**

<[www.co.maui.hi.us/departments/parks/index.html](http://www.co.maui.hi.us/departments/parks/index.html)>

270-7230



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### **Department of Planning**

<[www.co.maui.hi.us/departments/planning/index.html](http://www.co.maui.hi.us/departments/planning/index.html)>  
270-7735

Includes coastal zone management program, including special management areas and development restrictions to avoid permanent losses of valuable resources and to ensure that adequate access to beaches, recreation areas and natural reserves is provided

### **Federal Government Offices**

#### **Keālia Pond National Wildlife Refuge**

<[pacificislands.fws.gov/wnwr/mkealianwr.html](http://pacificislands.fws.gov/wnwr/mkealianwr.html)>  
P.O. Box 1042  
Kīhei, Hawai‘i 96753  
875-1582

#### **Hawaiian Islands Humpback Whale Sanctuary**

<[www.hihwnms.nos.noaa.gov/](http://www.hihwnms.nos.noaa.gov/)>  
726 South Kīhei Road  
Kīhei, Hawai‘i 96753  
879-2818

### **Organizations**

#### **Hawai‘i Sea Grant Extension Service**

<[www.soest.hawaii.edu/SEAGRANT/extension.html](http://www.soest.hawaii.edu/SEAGRANT/extension.html)>  
Links university resources to community needs on issues including coastal ecosystem health and public safety

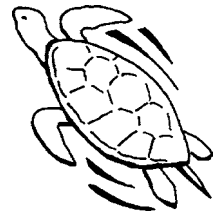
#### **Maui Invasive Species Committee**

<[www.hear.org/misc/](http://www.hear.org/misc/)>  
579-2115  
e-mail: [maui.invasivespecies@gte.net](mailto:maui.invasivespecies@gte.net)

A voluntary partnership of private, government, and nonprofit organizations organized to prevent new pest species from becoming established in Maui County and to stop established pests from spreading wherever possible

#### **The Nature Conservancy**

<[www.tnc.org-hawaii](http://www.tnc.org-hawaii)>  
Information about each of this nonprofit organization’s preserves in Hawai‘i, including the Mo‘omomi Preserve on Moloka‘i, which includes an intact beach and sand dune system



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## Online Information

### **EE-Link Endangered Species page**

<[eelink.net/EndSpp/](http://eelink.net/EndSpp/)>

A comprehensive starting point for internet information on endangered species

**Final Recommendations from the Fourth International Marine Debris Conference on Derelict Fishing Gear and the Marine Environment**, August 6 - 11, 2000, Honolulu  
<[www.hihwnms.nos.noaa.gov/special\\_offerings/sp\\_off\\_imdc/recommendations.html#top](http://www.hihwnms.nos.noaa.gov/special_offerings/sp_off_imdc/recommendations.html#top)>

### **Hawai'i Ecosystems at Risk project**

<[www.hear.org](http://www.hear.org)>

Attn: Research

P.O. Box 369

Makawao, HI 96768

891-1754

e-mail: [pt@hear.org](mailto:pt@hear.org)

Provides technology, methods, and information to decision makers, resource managers, and the general public, to aid in the fight against harmful alien species in Hawai'i

### **Maui Chamber of Commerce Community Reference Guide**

<[www.mauichamber.com/quick.htm](http://www.mauichamber.com/quick.htm)>

Names and telephone numbers of many community organizations and services, including environmental groups and professional associations

### **Natural Heritage Program**

<[www.natureserve.org](http://www.natureserve.org)>

Click on the map of Hawaii on the map of the US on the homepage to get information on rare species in the islands.

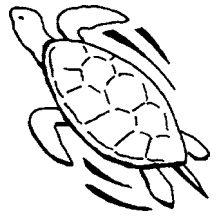
Detailed, comprehensive information on the rarest biological resources nationwide, including Hawai'i. Its HINHP database is the state's largest computerized inventory of endangered, threatened, and rare plants, animals, and ecosystems, extracted from all available sources.

### **Sierra Club, Maui Group**

<[www.mauimapp.com/community/sierra.htm](http://www.mauimapp.com/community/sierra.htm)>

Works through political and regulatory action and community education on a range of issues related to protecting native habitat and species



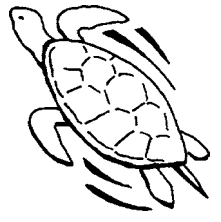


## Issue Investigation Plan

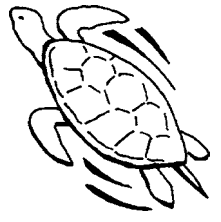
Team members:

Issue:

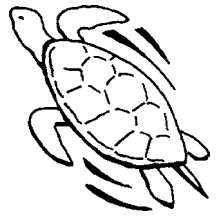
Your team's questions about the issue:



Person or organization to contact	Team member who will make the contact	Date to be completed



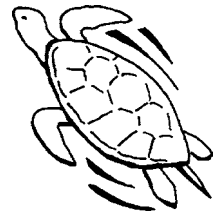
Person or organization to contact	Team member who will make the contact	Date to be completed



# What Journalists Learn

Answer the following questions based upon your experience investigating and reporting on a Maui coastal issue.

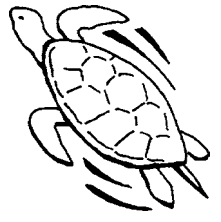
- 1) Describe the major positions people are taking on the issue you investigated. In your description of each position, include the beliefs and values that seem to be behind it and whether you think these ideas are based on fact or opinion.



2) Look at the following list of value systems. Which of these systems do you think are the most influential in each position, and how? (There may be more than one.) Explain your answer.

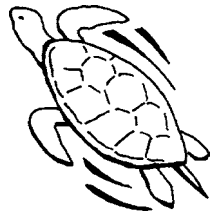
Aesthetic	focus on appreciation of intrinsic and subjective qualities, such as the beauty of an area
Cultural	related to maintaining the practices and attitudes of a culture
Ecological	concerned with living things and the function of ecological systems
Economic	related to the exchange of goods and services
Educational	concerned with benefits derived from learning
Egocentric	focus on self-satisfaction and personal fulfillment
Legal	concerned with the law and its enforcement or application
Recreational	related to the use of leisure time

*From 'Ō'hia Project, Grades 7-8, Bernice Pauahi Bishop Museum and Moanalua Gardens Foundation, Honolulu, 1992, p. 284. Adapted from Ramsey, J.M., H.R. Hungerford, and T. Volk, "A Technique for Analyzing Environmental Issues," The Journal of Environmental Education, Vol. 21 No. 1, 1989.*



3) Where do you stand on this issue? What beliefs and values influence your position? Do you think your ideas are based on fact or opinion?

4) Did what you learned during your investigation change your perspective? If so, how?



5) What did you learn about journalism in this unit?