

## Comparing Media: “The Past is Never Dead. It’s Not Even Past” - Faulkner

How do we learn about the world around us? What do our information sources tell us about ourselves? What do those used in the past tell us about historical actors? In this assignment you will explore these questions by comparing a media source from 150 years ago with one from today. Follow the steps below to complete the project:

#1: Go to the [advanced search function](#) of the *Chronicling America* project to download a front page from a newspaper published 150 years ago today. Then, do the same to either a front page of today’s newspaper from a region of your choice with the Newseum’s “[Today’s Front Pages](#)” or the first page of your favorite news site (BuzzFeed, *Huffington Post*, or Drudge Report, for example). Try to find media sources that were pitched towards a similar audience (national vs. regional, serious news vs. lighthearted escapism, etc.). Send a pdf of each “front page” to your teacher, and save one for your own use. You might find it helpful to print the images out.

#2: Use the attached table in “Topics” sheet to assign a code to each of the articles from your two printouts. Think critically about why you are assigning each article that specific code. There is an extra space in the table for you to justify your choice. For each “front page” justify at least three of the coded articles.

#3: Write a page-long reflection that analyzes the differences and similarities of the content, style, and tone of the two front pages. What do these differences and similarities tell you about the society in which they were produced? How do the articles and advertisements fit with your perception of that era in American history?

#4: E-mail the topics sheet, “front page” pdf, and reflection to your instructor.





**Rubric for Comparing Media: “The Past is Never Dead. It’s Not Even Past” - Faulkner**

Choosing pages	The “front pages” are submitted as printouts or attached in an email address, but they are not 150 years apart.  1 point	The submitted “front pages” are 150 years apart, but their target audiences are mismatched.  2 points	The submitted “front pages” are 150 years apart, and their target audiences match.  3 points
Coding: Approach	The “topics sheet” is incomplete. The chosen codes for the articles make little sense.  2 points	While the “topics sheet” is complete, there does not appear to be a logical pattern for the chosen codes.  4 points	The “topics sheet” is complete, and the chosen codes for each article follow a logical pattern.  6 points
Coding: Justification	The “topics sheet” lists less than three coding justifications for each “front page.”  2 points	The “topics sheet” includes three justifications for each “front page” but they lack a logical rationale.  4 points	The “topics sheet” includes three logical and well-thought out justifications for each “front page.”  6 points
Reflection: Similarities and Differences	The reflective essay examines the similarities OR the differences between the two front pages.  2 points	The reflective essay examines the similarities AND the differences between the two front pages.  4 points	The reflective essay analyzes the similarities AND the differences between the two front pages.  6 points
Reflection: What does it tell us about the society?	The reflective essay identifies the ways that the front pages reflect the society in which they were consumed.  3 points	The reflective essay examines the ways that the front pages reflect the society in which they were consumed.  5 points	The reflective essay analyzes the ways that the front pages reflect the society in which they were consumed.  7 points

Total: \_\_\_\_\_/28 points

A score of zero is possible on any row of the above rubrics if the student does not meet the standards asked for in the first column.