

# good night, and good luck.



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## Lesson Plan 3

### “A choice of essay topics”

**Overview:** After watching the movie, choose an essay to write about it. Some require research about the era, television today, etc.

**Suggested time allotment:** After viewing the 90-minute movie, one class period (for an opinion essay) or more (for those that require research).

### Objectives

Students will:

1. Watch the movie.
  2. Write an in-class reaction paper or an out-of-class research paper about one of the following:
- Murrow tells his boss, Sig Mickelson, he’s searched his conscience and doesn’t think there are always “two equal and logical sides to every story.” Mickelson accuses him of editorializing in his coverage. Discuss the ethical challenges to journalists then and now when it comes to giving more than one side of a story.
  - In his 1958 speech, Murrow tells an audience of those involved in television, “Our history will be what we make it.” Do you think the industry has gone beyond the mere “wires and lights and a box” Murrow feared it might be? In what ways has it succeeded and in what ways has it perhaps failed?
  - Murrow and Friendly face pressure from both CBS corporate and the military when they want to produce controversial programs. What are the arguments they use against airing them, and how do Murrow and Friendly respond?
  - Murrow and Friendly use the Milo Radulovich story as the “little picture” to tell more about the McCarthy situation. Do journalists use that approach today? In what way and how successful do you think it is?

- Find out more about Murrow’s life and work before 1953. Report on what he did during World War II and how that might have made a difference in his television work.
- What did Murrow do after the time period depicted in this movie? What other programs was he involved in and what direction did his career take?
- Some say Clooney was drawing a parallel between today’s controversial balance of national security and personal freedoms with what occurred during the McCarthy era. What do you think and why? Support your stand.

**Standards:** National Council of Teachers of English/International Reading Association Standards:

4. Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
7. Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
12. Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).

*See the Links to Related Information section of this guide*

We cannot defend freedom abroad by deserting it at home.