# Welcome to CNN Studio Tours!

What to Expect on Your Field Trip  
Using this Study Guide  
Live Feed: Classroom Lesson Plans  
  1. In His Own Words (Social Studies, Language Arts)  
  2. Broadcast the Forecast (Science, Technology & Engineering)  
  3. CNN Heroes of History (Social Studies, Language Arts)  
  4. Coast to Coast (Social Studies, Mathematics)  
  5. Career Network (Mathematics, Careers)  
Beyond the News: Additional Resources  
Games & Puzzles: Cryptogram, Word Search  
The Real Story: History of CNN Timeline  
Talk the Talk: CNN Control Room Jargon  
The Man Behind the Station: Biography of Ted Turner  
TV Terms: CNN Glossary  
News You Can Use: Curriculum Standards  
National Curriculum Standards  
State: GA, AL, FL, NC, SC, TN
A field trip to CNN Studio Tours showcases what happens when you mix the spirit of entrepreneurship with advances in science and technology to create the world’s news leader. You and your students will go behind the scenes at CNN to explore how news and information are broadcast around the globe.

Welcome!
Ted Turner, a born entrepreneur, was not afraid to risk failure to achieve what he wanted. He was also able to recognize business potential when others did not. Cable and satellite communications systems started to develop in the late 1940s and 1950s but they were not widely used. In the 1970s Ted Turner saw those technologies as being the wave of the future for television.

Turner knew that people would watch if he provided programming that they wanted to see. He decided to start a network that provided news programming 24 hours a day, seven days a week as it was happening. He bought an abandoned country club in Atlanta, turned it into a television studio, and the Cable News Network was launched on June 1, 1980.

When the company grew too big for its original building, Turner purchased another old building and turned it into CNN Center, where it still is today. Over the years, CNN added spin-off networks and other news-related services. All CNN-branded networks and services combined are now available to more than one billion people in 212 countries and territories.

Control Room Theater
Your experience at CNN Studio Tours begins with a ride on an eight-story, freestanding escalator – the longest in the world! Your first stop is the Control Room Theater. From your seats, you see a screen with real-time representations of some of the monitors that the control room staff is watching from their location three floors below. On an average day, the control room staff is comprised of six to ten people. During breaking news, the control room environment can become very intense. Directors often have only seconds to prepare for new developments.

Studio 7E
Here, you learn about the technology used to deliver both news and weather. Someone from your group may even get be an anchor for the day and read off of the TelePrompTer! The weather team at CNN uses two systems during their coverage. One that you may have seen before – the Chroma Key system – is also called the “Green Screen.” The other technology is known as “The Magic Wall.” The Magic Wall is a display with a multi-touch overlay that allows meteorologists to interact directly with the graphics that they are discussing on air.

Studio 7
This is the HLN Studio featuring a signature set designed to inspire conversation among the hosts. There’s also a lot of technology at work, including a retractable green screen. The Vista wall seen in this studio is eight feet tall, 24 feet wide, and is made up of three smaller panels. The edges have been blended together to make the seams in the panels less noticeable. This wall is used to create a distinctive look for each program through a combination of videos, graphics, and text. The Vista wall has its own control room manned by a producer or technical director who manage the content it displays.

CNN Newsroom
The CNN newsroom operates 24 hours a day, seven days a week with a normal staff size of 150 people. During major breaking news events, there can be more than 300 people working in a heightened state of activity. As you will see, the newsroom is broken into three zones: news gathering, CNN Digital, and future assignments.
Digital Hub
CNN gets some of its headlines from social media and actively monitors multiple digital platforms about what people are searching, playing, sharing, creating and watching. You will also see the suite of apps that Turner (parent company) owns and operates.

Atrium
This stop on the tour brings you past the studios for CNN International and CNN en Español. You will overlook a food court that used to be a giant skating rink! Look closely at the floor and you will notice a map of the world with gold disks marking some of CNN’s news bureaus.

Studio 3
Studio 3 is a modular studio capable of being transformed based on the needs of the broadcast schedule. This studio is used mainly for CNN weekend shows, CNN weather broadcasts, and sometimes for CNN en Español and CNN International.

CNN Studio Tours
CNN Studio Tours offers your students a unique opportunity to see STEAM learning at work. They will be inspired by the story of Ted Turner to think BIG and follow their passion. When you hear your students ask “Why do I need to learn this?” point to your class visit to CNN Studio Tours and remind them of how proficiency in science, technology, engineering, art, and math can lead to careers on the world stage - both in front of the camera and behind the computer.
Using this Study Guide

As a companion to your experience at CNN Studio Tours, this Study Guide has been created to complement your classroom instruction and make the most of your school field trip. It contains original, assessable, STEAM-related classroom lesson plans for you to use and share.

The Middle School Study Guide contains dynamic activities and assignments for students in grades three through five. There are also Study Guides for Middle School and High School. Each Guide is designed to be flexible and used to best meet the needs and capabilities of your class. You know your students better than anyone else!

Following this Introduction, you will find “Live Feed,” a section containing five interdisciplinary Classroom Lesson Plans addressing national and local curriculum standards. The lesson plans begin with instruction pages for teachers which include answer keys along with a list of the appropriate content areas and skills addressed by the activities in the lesson. Rounding out the lessons are ready-to-copy Student Activity worksheets that center on key STEAM topics featured on your tour.

The first lesson plan, “Capital Cities,” combines world geography and math in an inquiry-based class activity. Students use the coordinates of latitude and longitude to identify the locations of twenty-five international CNN bureaus.

“Science at Work” is the second lesson plan. It invites students to explore the world of niche journalism and discover that science, technology, and engineering are always news at CNN.

In the next lesson, “A Ride to the Top,” students use their geometry, algebra, and physics skills to design and build a scale model of the tallest freestanding escalator in the world. (Hint: you rode it on your way to the start of your tour!)

“1980 and Beyond” looks at changes in news coverage, lifestyle, and technology from the first broadcast at CNN in 1980 to the current day. Students will delve into literacy, history, and technology to research, analyze, and report on their findings.

The fifth lesson plan is “Careers in the News.” Students may think of an on-air reporter when they imagine a career in a newsroom. However, CNN—a vibrant workforce found all over the world—also employs a range of STEAM talent. The logic puzzle in this lesson plan opens your students’ eyes to the diversity of careers and locations available in a company like CNN while practicing critical thinking skills and establishing equalities without using any numbers.

Next, there are two Games and Puzzles related to themes in CNN Studio Tours. One is a word search and the second is a cryptogram. These are excellent activities for your bus ride to and from the tour or to assign for extra credit as you see fit. Under “Beyond the News,” you will also find a timeline of CNN history, a glossary of terms and jargon, and a biography of Ted Turner.

We know how important it is to justify field trips and document how instructional time is spent outside of your classroom. To that end, this Study Guide is directly correlated to the Common Core State Standards for English Language Arts and Mathematics, the C3 Framework for Social Studies State Standards, and the Next Generation Science Standards.

These correlations are organized by content and grade level. You can readily see how they fit into your required curriculum, making it easy to connect a field trip to CNN Studio Tours with your classroom instruction. Following the national curricula, you will find the Georgia Performance Standards and the Georgia Standards of Excellence.
In addition, specific requirements are provided for Alabama, Florida, North Carolina, South Carolina, and Tennessee.

All of these education resources can be used before or after your field trip. They will help prepare students for the teachable moments found throughout CNN Studio Tours. When you get back to school, you can refer to the Guide as you continue to explore connections between the themes of the tour and your classroom STEAM instruction. We’re ready to go live in 3-2-1!
Teacher Instructions

CNN is the largest news network in the world. Today, it is seen by more than 100 million households, just in the United States. When you are standing several levels above the entry during your field trip to CNN Studio Tours, you will see a map of the world on the floor of the atrium. Look closely. Some of the cities with CNN bureaus are marked by gold disks in the dark-colored tiles. With 14 bureaus in the United States and over 30 located overseas, CNN operates on every continent except Antarctica.

During your class visit to CNN Studio Tours, you will see the main studio for CNN en Español. Launched in 1997, CNN en Español was the network’s first 24-hour news service in a language other than English. In addition to Spanish, the network has partners who make it possible to provide CNN in Turkish, Japanese, Greek, Arabic, and Indonesian!

Even for the English-language news produced for CNN and CNN International, news gatherers are spread around the globe. In many countries, the local CNN bureau is in either the capital city or the largest city. For example, in Nigeria the CNN bureau is in Lagos, but the capital city is Abuja. Some countries, like India, are so large that CNN bureaus are located in more than one city.

The chart below is missing the names of twenty-five world capitals that are home to CNN bureaus. Their latitude and longitude coordinates are provided along with their official languages. Your students will use their investigative skills to track down these cities, their countries, and continents. Students should work in groups and divide the list evenly among the members. Once they have shared their results to complete the chart, they will answer the questions that follow.

<table>
<thead>
<tr>
<th>Latitude</th>
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<th>Continent</th>
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<td>Bangkok</td>
<td>Thailand</td>
<td>Asia</td>
</tr>
</tbody>
</table>

Answer Key

Chart
1. 30°3’N, 31°15’E = Cairo, Egypt, Africa
2. 31°57’N, 35°56’E = Amman, Jordan, Asia
3. 33°53’N, 35°30’E = Beirut, Lebanon, Asia
4. 24°28’N, 54°22’E = Abu Dhabi, UAE, Asia
5. 6°12’S, 106°49’E = Jakarta, Indonesia, Asia
6. 39°55’N, 116°24’E = Beijing, China, Asia
7. 34°31’N, 69°11’E = Kabul, Afghanistan, Asia
8. 51°30’N, 0°7’W = London, UK, Europe
9. 1°17’S, 36°49’E = Nairobi, Kenya, Africa
10. 14°36’N, 120°59’E = Manila, Philippines, Asia
11. 48°52’N, 2°21’E = Paris, France, Europe
12. 52°31’N, 13°24’E = Berlin, Germany, Europe
13. 31°46’N, 35°13’E = Jerusalem, Israel, Asia
14. 28°36’N, 77°12’E = New Delhi, India, Asia
15. 41°54’N, 12°29’E = Rome, Italy, Europe
16. 35°41’N, 139°45’E = Tokyo, Japan, Asia
17. 37°33’N, 126°59’E = Seoul, South Korea, Asia
18. 33°43’N, 73°3’E = Islamabad, Pakistan, Asia
19. 55°45’N, 37°37’E = Moscow, Russia, Europe
20. 19°26’N, 99°8’W = Mexico City, Mexico, North America
21. 23°7’N, 82°23’W = Havana, Cuba, North America
22. 34°36’S, 58°40’W = Buenos Aires, Argentina, South America
23. 33°27’S, 70°40’W = Santiago, Chile, South America
24. 40°25’N, 3°41’W = Madrid, Spain, Europe
25. 13°45’N, 100°30’E = Bangkok, Thailand, Asia

Primary Sources, U.S. History, Reading Informational Texts

Lesson Plan 1:
CNN Capital Cities

Answer Key Continued

1. Asia=52%, Europe=24%, Africa=8%, North America=8%, South America=8%

2. (a.) Islamabad, Pakistan is at 33° 43’ N, 73° 3’ E. Beirut, Lebanon is at 33° 53’ N, 35° 30’ E. (b.) Answers will vary. Students may expect them to have similar climates because they are the same distance from the equator. Other students may mention the roles of altitude or humidity in determining a climate zone. Islamabad has a humid subtropical climate and Beirut has a subtropical climate.

3. Answers will vary based on your location.

4. (a.) Africa, Asia; (b.) Nairobi, Kenya; (c.) 1° 17’ S, 36° 49’ E

5. (a.) tropical; (b.) There is very little change among the seasons this close to the equator.

6. (a.) Moscow, Russia; (b.) Its latitude is 55° 45’ N which means it is 55° north of the equator. This is the highest latitude, north or south of the equator, on the list.

7. Choice a: north & east

8. (a.) 16%; (b.) Answers will vary and may include the political or economic conditions in those countries. For example, there may not be enough newsworthy events to warrant a bureau or there is too much unrest for a bureau to operate safely.

9. (a.) English and Spanish; (b.) five

10. (a.) Speaking a language in addition to English can increase the likeliness that you could get a position overseas at a CNN bureau where English is not the primary language. (b.) Answers depend on students’ preferences.
**Student Activity**

CNN is the largest news network in the world. Today, it is seen by more than 100 million households - and that's just in the United States. When you are standing several levels above the entry during your field trip to CNN Studio Tours, you will see a map of the world on the floor of the atrium. Look closely. Some of the cities with CNN bureaus are marked by gold disks in the dark-colored tiles. With 14 bureaus in the United States and over 30 located overseas, CNN operates on every continent except Antarctica.

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The chart below is missing the names of twenty-five world capitals that are home to CNN bureaus. Their latitude and longitude coordinates are provided along with their official languages. Use your investigative skills to track down these international cities, their countries, and their continents.

**Terms to Know**

absolute location, atrium, bilingual, hemisphere, Dari, Filipino, Hindi, Kiswahili, latitude, longitude, Pashto, Punjabi

Based on the information provided, use a globe, an almanac, or a map in your Social Studies book to find the names of the missing twenty-five international cities. Divide the list evenly among the members of your group and share your results with each other to complete the chart. Continue your global investigation as you answer the questions that follow.
<table>
<thead>
<tr>
<th>Latitude</th>
<th>Longitude City</th>
<th>Country</th>
<th>Continent</th>
<th>Language</th>
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<td>100° 30' E</td>
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</table>
1. The cities on the list represent five continents: Africa, Asia, Europe, North America, and South America. Create a pie graph to show how many of the 25 cities are on each of these five continents. Don’t forget to make a key for your graph!

2. (a.) Which two cities are almost on the same line of latitude? Identify them by city, country, and coordinates. (b.) Would you expect them to have the same climates? Why or why not?

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3. What is the latitude and longitude for your hometown?

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4. (a.) Based on the information in the chart, which two continents lie across the equator? (b.) Which city on the chart is closest to the equator? (c.) What is the absolute location of this city?

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5. What is the climate zone for the city closest to the equator? Describe what the four seasons are like in this climate zone.

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6. (a.) Which city on the list is farthest from the equator? (b.) How can you determine which city is farthest from the equator based on its geographic coordinates, without looking at a map?

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7. Which combination of hemispheres has the most cities with CNN bureaus? Circle the correct answer.

a. north and east

b. north and west

c. south and east

d. south and west
8. (a.) What percentage of the cities on the list are in the southern hemisphere? (b.) Why do you think there are fewer cities on the list of CNN bureaus in the southern hemisphere?

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9. (a.) Which two languages appear most frequently on the chart? (b.) How many bureau locations have two official or majority languages listed?

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10. (a.) If you are interested in an international career with CNN, why is being bilingual an advantage for you? (b.) At which of the international CNN bureau locations would you most like to work? Why?

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Teacher Instructions
On your class trip to CNN Studio Tours, you may not expect to find scientists in the CNN and HLN (Headline News) Newsrooms but they are there. You just have to know where to look! Sometimes, the journalist reporting the news is the scientist at work.

For example, meteorologists study weather, climate, and the atmosphere. These scientists, work in the studios you see on your field trip, provide forecasts and explain weather-related current events—like droughts, global warming, or hurricanes—for CNN International. In school, they had to excel at both journalism and meteorology. A case in point is Pedram “P.J.” Javaheri, who appears on CNN International and HLN. He studied a field called “Broadcast Meteorology” in college.

Dr. Sanjay Gupta is both the Chief Medical Correspondent at CNN and a practicing neurosurgeon. His two passions combine when he is called upon to provide medical care in locations from which he is reporting. In 2003, he embedded with the U.S. Navy’s medical unit, reporting from Iraq and Kuwait as they traveled to Baghdad. While there, Dr. Gupta performed life-saving brain surgery five times in a desert operating room.

Scientists are often interviewed or brought in to explain something in the news. For instance, an ecologist might be interviewed on CNN about the effects of an oil spill or a pediatrician could be quoted in an article about a new vaccine for children. In Part 1 of this activity, your students will work with partners to match ten scientists to their fields of study and the topics they explore.

In Part 2, student pairs will research recent stories on CNN to document how often science is in the news. Whether it’s advances in Alzheimer’s treatments in the Health section, the chemistry of performance-enhancing drugs in Sports, or the possibility of supersonic jets in Travel—science, technology, and engineering are always news at CNN.

Answer Key
Part 1: 1.h, 2.f, 3.j, 4.a, 5.c, 6.b, 7.g, 8.e, 9.d, 10.i

Part 2: Answers will vary based on the five scientists chosen.
Lesson Plan 2:
Science at Work

Student Activity
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Terms to Know
Alzheimer’s, broadcast, drought, ecologist, embedded, journalist, neurosurgeon, pediatrician, supersonic

Pedram “P.J.” Javaheri is a meteorologist and weather anchor for CNN International. He appears on shows on CNN and HLN.

Dr. Sanjay Gupta reports health and medical news for all of CNN’s shows domestically and internationally, and contributes to cnn.com.

Kristi Lu Stout, with CNN International and cnn.com, reports from Malaysia about the possible discovery of debris from an airplane. She explains to viewers how forensic aerospace engineers will try to identify the debris.
Part 1:
Match the scientists in the first column to their fields of study in the second column.

<table>
<thead>
<tr>
<th>This scientist...</th>
<th>Studies...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ________ Agronomist</td>
<td>a. all living things: plants, animals, and their ecosystems</td>
</tr>
<tr>
<td>2. ________ Archaeologist</td>
<td>b. diseases and how they are spread</td>
</tr>
<tr>
<td>3. ________ Astronomer</td>
<td>c. elements, compounds, their properties, and the changes matter goes through</td>
</tr>
<tr>
<td>4. ________ Biologist</td>
<td>d. fossils and prehistoric life</td>
</tr>
<tr>
<td>5. ________ Chemist</td>
<td>e. the human brain and nervous system</td>
</tr>
<tr>
<td>6. ________ Epidemiologist</td>
<td>f. past human cultures, through artifacts</td>
</tr>
<tr>
<td>7. ________ Geologist</td>
<td>g. rocks and earth, history of the Earth</td>
</tr>
<tr>
<td>8. ________ Neuroscientist</td>
<td>h. producing and using plants, how farmers raise crops and care for the soil</td>
</tr>
<tr>
<td>9. ________ Paleontologist</td>
<td>i. energy, forces, and how they relate</td>
</tr>
<tr>
<td>10. ________ Physicist</td>
<td>j. the universe and its stars, moons, planets, and galaxies</td>
</tr>
</tbody>
</table>

Part 2:
Select five of the scientists from the list in Part 1. Follow the steps below to find CNN articles that feature these scientists and complete the chart on the next page.

1. Go to www.cnn.com/search. This web address will bring you to a blank search box on cnn.com.
2. Type the kind of scientist (for example, “chemist”) into the search box and click “Search.”
3. Select the most recent news story from among the results for your search. Make sure you choose one with a written article and not one that only has a video.
4. Look for the headline or title of the article and the date it was published.
5. Read the article to find a sentence that mentions the kind of scientist or field of science you are researching.
6. Fill in the chart with the required information.
1. Which article do you find most interesting? Why?
_______________________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________________

2. (a.) Which of the five articles is most recent? (b.) Which of your five articles is the oldest?
_______________________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________________
3. Were you familiar with any of the current events or topics in the five articles, before reading them today? Why ones?
_______________________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________________

4. Describe something that you have learned about in science class this year that you think would make a good story to pitch to producers at CNN and HLN.
_______________________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________________

5. Do you expect it to would be difficult to find a recent article about one particular kind of scientist? Which type of scientist and why?
_______________________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________________
_______________________________________________________________________________________________________________________________________
Lesson Plan 3: A Ride to the Top

Teacher Instructions

Your first stop on CNN Studio Tours isn’t a stop at all, it’s a ride—a ride on the tallest freestanding escalator in the world! You will meet your tour guide at the top of the escalator after your class leaves the atrium and arrives inside the globe. This renowned escalator has been a part of this building since it was the Omni International Complex, long before it became the world headquarters for CNN.

In 1976, the Omni International Complex was briefly home to an indoor amusement park called “The Wonderful World of Sid and Marty Krofft,” based on a popular children’s television show called H.R. PufnStuf. Although the indoor amusement park did not last long, the escalator remained. It used to be the entryway to that amusement park just as it now serves as the entrance to CNN Studio Tours. When Ted Turner decided to turn the Omni Center into CNN Center, he knew that the large hallways and open spaces would be an ideal set up for the studios of his new network.

At eight stories tall and 196 feet long, the escalator at CNN Studio Tours takes two minutes and a five seconds to ride from bottom to top. Before you board the escalator as a group, ask your students to take a look underneath the massive structure. They might be surprised by what they do not see. Math, science, and engineering work together to keep this freestanding escalator anchored only at the beginning and the end, with no supports underneath. Students will use their geometry, algebra, and physics skills in this lesson to explore how this phenomenon works.

In Part 1, students will complete a variety of calculations based on the dimensions of the CNN Studio Tours escalator. Students will need scratch paper and calculators to complete this section. In Part 2, students will work in groups to design and build a scale model of the longest freestanding escalator in the world. Once they have calculated the aspect ratio, they will stack books to the required height for the vertical rise and build their models on the classroom floor. The team whose design is able to stand the longest will be the winner of this design challenge. Now that’s a tall order!

Supplies per group for Part 2

- Ruler or yard stick with inches
- Several books, enough for each group to make a stack 21-22 inches tall.
- Stopwatch, timer, or clock with second hand
- Scissors
- Tape
- Glue
- A variety of building materials from which students may make their selection such as straws, toothpicks, pipe cleaners, popsicle/craft sticks, wikki stix, paperclips, clay, etc.
Answer Key

Part 1:
1. 10.625 feet which is 10 feet, 5/8 inch.
2. 1.568 feet per second = 1.069 mph
3. 21.38 hours
4. It is about the same, since the CNN escalator is 1.568 feet per second.
5. Right scalene
6. The escalator itself, at 196 feet, is longer than its footprint because side b = 176.610 feet.
7. For a vertical rise of 10 stories: if a = 106.25 feet and b = 176.610 feet, then c = 206.107 feet. The 10-story escalator would be 10.107 feet longer than it is currently.
8. It is 25o, so it is less than 30o and well within safe limits.

Part 2:
1. (a.) 21.25 inches tall (b.) 49 inches long
2. Answers will vary based on group designs, but should include the materials the group plans to use as well as a description of their process.
3. Answers will vary based on the winning design. However, it will most likely include the use triangles as the basis for support (as seen in the image of the actual escalator).
A Ride to the Top

Student Activity

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Terms to Know
aspect ratio, atrium, dimensions, elevation, freestanding, hypotenuse, intact, pitch, proportions, Pythagorean Theorem, velocity

Part 1:
Use scratch paper and a calculator to complete this section. Round decimals to the nearest thousandth. Write your answers in the spaces provided.

1. The escalator that begins in the atrium and ends at the large globe is eight stories, or 85 feet, high. How high is each story in feet and inches?

2. It takes two minutes and five seconds to ride all 196 feet of the escalator. What is the velocity of the escalator in feet per second? What is the equivalent in miles per hour? Remember, \( V = \frac{d}{t} \).

3. Based on your answer for #2 above, if your school is 20 miles away from CNN Center in downtown Atlanta, how long would it take your class to get there for a field trip if you are traveling at the same velocity as the escalator?
4. Most escalators move at an average of one to two feet per second. How does this rate compare to the escalator at CNN Studio Tours based on your calculations in #2 above?

_______________________________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________________________

When designing an escalator, engineers and architects use the Pythagorean Theorem \((a^2 + b^2 = c^2)\) to calculate how much space is needed to build it safely. A right triangle is formed by the height, or vertical rise, of the elevator (triangle side \(a\)) and the floor on the bottom level (triangle side \(b\)). The escalator itself is the hypotenuse, or side \(c\) of the triangle. Use the diagram below with the dimensions of the CNN Studio Tours escalator to complete the next four problems.

![Diagram of escalator triangle](image)

- **5.** Circle the term best describes the triangle in the diagram.
  - Right isosceles
  - Right scalene
  - Obtuse
  - Equilateral

- **6.** Solve for \(b\). If the 196-foot escalator were to lie down flat on the floor, would it be longer or shorter than the length its “footprint” currently occupies, as side \(b\), on the floor? Why?

_______________________________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________________________

- **7.** If the escalator went up ten floors, instead of eight, but the length of the footprint on the floor (side \(b\)) had to remain the same as your calculation in #6, how much longer would the escalator need to be? (Hint: See #1)

_______________________________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________________________
A Ride to the Top

8. The pitch of an escalator is determined by its angle of elevation. The angle of elevation is the measurement of the angle formed by the floor (triangle side b) and the escalator itself (triangle side c). The greater the angle of elevation, the greater the pitch. Engineers and architects must be careful during planning to avoid making escalators too steep and dangerous by keeping the angle of elevation at less than 30°. If the angle formed when the CNN Studio Tours escalator reaches the top floor is approximately 65°, what is its angle of elevation? How does it compare to the “safe” range of less than 30°?

Part 2:
Are you up to the challenge of constructing your own freestanding ride to the top? Break into design teams. Based on the proportions given below in #1, use a stack of books to provide height and the additional supplies provided by your teacher to construct a scale model of the CNN Studio Tours escalator. Compete to see which model can go the distance by staying intact the longest!

1. Use the aspect ratio of 1 foot = 0.25 inch to calculate the dimensions for your model. (a.) How high does your model need to reach, if the actual height is 85 feet? (b.) How long will your model be if the actual length is 196 feet?

2. After discussing a design plan with your team members, briefly explain how your group will construct your model and include the materials you will use. Your model must begin on the floor of your classroom and end on top of a stack of books at the height calculated in #1.

3. Which model held together the longest at the required dimensions? Describe the design for the winning model. How long did it last? Which design elements made the winning model a success? How does it compare to the structure that supports the escalator at CNN?
CNN launched on cable television as the world’s first 24-hour news network on June 1, 1980. It was seen by 1.7 million households. At the beginning, CNN broadcast the news from a studio in the basement of a former country club. Anchors read the news from sheets of paper, as there were no teleprompters, and live feeds from their studios in other cities were often cut short. In their debut hour, the team certainly had some technical difficulties but there was no doubt history was being made.

Today, CNN is seen by more than 100 million households in the United States alone. In the last few decades, CNN has evolved from a U.S. news network into the world’s news leader. With the launch of global networks like CNN International, CNN En Español, CNN IBN in India, CNN Turk in Istanbul and CNNJ in Japan, CNN news is now available to over 2 billion people worldwide!

What else has changed since 1980? What was newsworthy in 1980? How does life in the U.S. today compare to when CNN first went on air? How has the technology that provides news to the world evolved? Your students will explore each of these questions in the activities of this lesson plan.

In Part 1, they will read excerpts from a transcript of the very first CNN broadcast. After students analyze the text as a primary source, they will investigate what ultimately happened with the events and people mentioned. A good place for them to begin their search safely for this section is www.kiddle.com. Students may work alone, in pairs, or as groups depending on the internet accessibility of your classroom. If you would like to show your students real clips from the broadcast, a short video (one minute, 41 seconds) is available online at www.cnn.com/videos/us/2011/06/01/cnn.first.day.cnn. The first hour of CNN on air can be seen in its entirety here: www.youtube.com/watch?v=rWhgKuKvvPE#t=906.

Students will continue using their research skills in Part 2, in which they look at data on the population of the United States in 1980 and today. Students will use information available in the online CIA World Factbook (www.cia.gov/library/publications/the-world-factbook/geos/us.html) to analyze factors in three categories: People and Society, Economy, and Communications.

The last activity in this lesson plan should be completed after your field trip to CNN Studio Tours. Students will compare behind-the-scenes photos of CNN in action in 1980 to what they see in the studios and newsrooms during their field trip. An excellent resource on advances in technology since CNN began is available here: http://money.cnn.com/gallery/technology/2016/03/25/80s-tech/index.html. Students may be surprised to learn that one of the first personal computers on the market had only 64 kilobytes of RAM. Compare that to an iPhone with two GB of RAM, which equals 2,000,000 kilobytes. We’ve come a long way since 1980!
Answer Key

Part 1:

1. To visit civil rights leader, Vernon Jordan
2. He was shot.
3. No. (Smoke poured out but there was little or no ash with the steam.) Several weeks.
4. At least 33
5. Humanitarian, human rights, peace keeping, etc.
6. Yes
7. 57
8. There have been smaller eruptions of smoke, steam, and ash but nothing like the 1980 eruption.

Part 2:
The answers for the “Today” column will vary depending on when the students’ research takes place. The data used here, for 2016-2017, is based on data in the CIA World Factbook which is largely based on the 2010 U.S. Census.

<table>
<thead>
<tr>
<th>People &amp; Society</th>
<th>Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>321,369,000</td>
</tr>
<tr>
<td>Ethnic groups</td>
<td>White 79.96%, Black 12.85%, Asian 4.43%, Amerindian and Alaska Native 0.97%, Native Hawaiian and other Pacific Islander 0.18%, two or more races 1.61%</td>
</tr>
<tr>
<td>Urban population</td>
<td>81.6%</td>
</tr>
<tr>
<td>Life expectancy</td>
<td>79.68 years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Economy</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GDP per capita</td>
<td>$54,800</td>
</tr>
<tr>
<td>Unemployment rate</td>
<td>5.2%</td>
</tr>
<tr>
<td>Inflation rate</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communications</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mobile cellular phone users</td>
<td>317.4 million</td>
</tr>
<tr>
<td>Internet users</td>
<td>276.6 million or 86.8% of the population</td>
</tr>
</tbody>
</table>

1. Yes. \(321,369,000 - 226,500,000 = 94,869,000 \approx 1 \text{ million}\)

2. Students should note that in 1980, there were only four categories with specific names (White, Black, Asian and Pacific Islander, and Amerindian and Alaska Native) in addition to an “Other” category. Now, there are more categories and the groupings for Asian and Pacific Islander have been reorganized. Plus, there is now a choice for two or more races.

3. No. The urban population increased, not decreased.
Lesson Plan 4:
Coast to Coast

4. 6.02 years. Answers will vary and might include better healthcare technology or better access to healthcare.

5. Answers will vary. According to the chart, the economy has improved because the per capita GDP is higher while unemployment and inflation have gone down. But some students may point out that there are other aspects to an economy than just those factors.

6. Communications, because cell phones and the internet were not used or hadn't even been invented yet in 1980.

Part 3:
Answers will vary. Similarities could include the fact there are still cameras (even though they are different), people still present the news, or computers of some kind are in use. Differences might include the number of people in the newsroom, the sizes of various pieces of equipment and technology, teleprompter vs. reading notes, the size of the room, or even clothing and hair styles.
Student Activity
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What else has changed since 1980? What was newsworthy in 1980? How does life in the U.S. today compare to when CNN first went on air? How has the technology that provides news to the world changed? You will investigate each of these questions in the following activities and report on your findings.

Terms to Know
census, economy, expectancy, GDP, inaugural, inflation, per capita, rural, teleprompter, transcript, urban

Part 1:
What was in the news in 1980?

A husband-and-wife news anchor team, Lois Hart and David Walker, read CNN's first news reports from typed notes. The first two stories involved the assassination attempt of a civil rights leader and the eruption of a volcano in the state of Washington. Read these excerpts from the inaugural broadcast and answer the questions that follow. Then, research the people and events mentioned in the transcript to report on the rest of the story.

Lois Hart and David Walker anchored the first broadcast.
David Walker: Good evening, I’m David Walker.

Lois Hart: And I’m Lois Hart. Now here’s the news. President Carter has arrived in Fort Wayne, Indiana, for a brief visit with civil rights leader, Vernon Jordan. Jordan is in serious but stable condition now in Parkview Hospital. He is recuperating from the gunshot wound suffered early Thursday morning. Police still have no solid lead on who attempted to murder Jordan. We will have more on the president’s visit later on in the hour....

David Walker: Meanwhile, Mount St. Helens has its first quiet Sunday in several weeks now. Smoke continues to pour out of the mountain’s top but little or no ash is coming out with the steam. The volcano has been quiet for the last several days and federal officials say they hope the worst is finally over. It was two Sundays ago when the mountain blew its top killing at least 33 people and causing more than one billion dollars in damage. Last Sunday another massive cloud of ash blew out of that mountain but this Sunday the volcano has been calm....

Then...

1. Why was President Carter in Indiana?

_______________________________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________________________

2. What had happened to Jordan?

_______________________________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________________________

3. As of June 1, 1980, was the volcano still erupting? How long before this report did the eruption take place?

_______________________________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________________________
4. According to this report, how many people were killed?
_______________________________________________________________________________________________________________________________________

Now...
5. What kind of work did Jimmy Carter do after his presidency ended?
_______________________________________________________________________________________________________________________________________

6. Did Vernon Jordan recover from the shooting?
_______________________________________________________________________________________________________________________________________

7. How many deaths were eventually attributed to the eruption of Mount St. Helens in 1980?
_______________________________________________________________________________________________________________________________________

8. Has Mount St. Helens had any major eruptions recently?
_______________________________________________________________________________________________________________________________________

Part 2: How has the United States changed since CNN first went on air?
Compare information on life in the United States today to the data for 1980 provided in the chart below. Begin your research with the CIA World Factbook, found here: www.cia.gov/library/publications/the-world-factbook/geos/us.html. Scroll down on that website and click on the categories listed in the first column of the chart to find the data needed for the last column.
1. Is this a true statement? Why or why not? *There are about a million more people in the U.S. today than there were in 1980.*

_______________________________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________________________

2. The data for this chart is gathered by the U.S. Census, which is taken every ten years. What changes have been made to the wording in the ethnic group categories since 1980?

_______________________________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________________________
3. Is this a true statement? Why or why not? The U.S. is more rural today than it was in 1980.

_______________________________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________________________

4. How much longer is the average life expectancy today, compared to 1980? What do you think explains the change?

_______________________________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________________________

5. Review the economic data in the chart. In your opinion, has the economy improved or declined since debut of CNN in 1980? Why?

_______________________________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________________________

6. According to the chart, which aspect of life in America has changed the most since 1980, People and Society, Economy, or Communications? Why?

_______________________________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________________________
Part 3: How has technology changed since 1980?

Compare these photos of the newsroom from the early days with CNN to the newsroom and studios you see at CNN Studio Tours. Then complete the Venn Diagram that follows.

Employees working in the original CNN newsroom.

CNN founder Ted Turner in the CNN newsroom.

How does this scene compare to the way that CNN broadcasts the news today?

Ted Turner joins the on-air talent at the CNN news desk.
1980 and Today

Name:
Class:
Date:
In this lesson, your class will read a short story and solve a logic puzzle that matches three students with careers they would like to have someday with CNN. Logic puzzles are a fun way to practice mathematical skills without using any numbers! Your students will be making deductions and establishing equalities similar to those used in algebra: if A = B and B = C, then A = C.

To solve the puzzle, read each clue carefully. Use the answer grid to help you keep track of what you do and do not know. Because each student in the puzzle can only have one preferred career choice and one geographic location, you will use critical thinking skills and the process of elimination to solve the mystery.

When you are able to match a student to her career or location, put a checkmark in the box formed at the intersection of the person's row and the location's or career's column. If a clue tells you that a person does NOT like something, then place an X in the box for that person and that particular topic. For example, the first clue says that Karen does not want to live in the United States. Therefore, Atlanta, GA, is not going to be Karen's location. This first clue has been marked on the grid for you.

Keep reading the clues and marking an X on the grid for what you know is not true and a checkmark for what you know is true. When you finish all the clues and still have not completed the logic puzzle, read through the clues again. Once you make some basic deductions, you will discover new relationships and come closer to solving the puzzle. Be diligent! If you get stuck, check your grid to see if any connections have revealed themselves.

**Answer Key**
Willa – Atlanta, GA – satellite operator
Karen – Hong Kong – web developer
Anne – London, UK – editor for CNN Money
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Terms to Know

deduction, elimination, grid, logic, transmissions

The Story

On the bus ride home after their class field trip to CNN Studio Tours, three friends discussed careers they would love to have someday with CNN. They were inspired after learning so much about what goes on behind the scenes in television and digital news broadcasting. Their teacher overheard their conversation and could not wait to tell the other teachers back at school how much the students learned on the field trip. But by the time they returned to school, the forgetful teacher could only remember parts of the friends' conversation. Help the teacher fill in the gaps by reading the clues and matching the students to their future careers and locations at CNN bureaus around the world.
Students: Karen, Willa, Anne

Locations
- London, UK
- Atlanta, GA
- Hong Kong

Careers
- Editor for articles on CNN Money
- Satellite operator for television network transmissions
- Developer for digital media and interactive websites

The Clues
1. Karen would love to see the world and wants a career that takes her out of the United States.
2. Anne has always wanted to live in Europe.
3. The student who would like to live in Hong Kong also enjoys coding. She is looking for a career in which she can build and maintain websites.
4. The student who wants to live in Atlanta is interested in satellite network technology.

<table>
<thead>
<tr>
<th>Student</th>
<th>Career</th>
<th>Location</th>
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<tbody>
<tr>
<td>Karen</td>
<td>Satellite operator</td>
<td>x</td>
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<tr>
<td>Willa</td>
<td>Editor for CNN Money</td>
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<tr>
<td>Anne</td>
<td>Web developer</td>
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<tr>
<td>Location</td>
<td>Atlanta, GA</td>
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<td>London, UK</td>
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Write the solution to the puzzle here.
This puzzle is a cryptogram, a code in which letters have been replaced by numbers. Solve the puzzle to reveal a quote from anchor, Robin Meade. Meade is host of the popular morning show on HLN, "Morning Express with Robin Meade". She films inside CNN Global Headquarters in Atlanta. Use the chart below to decode the message and find out what she says is the most important element in a news story. Hints are provided and some letters have been filled in to get you started.

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After the first office opened in Atlanta in 1980, CNN spread quickly across the country and around the globe. Today, CNN networks and services are available in 212 countries and territories. Search for the names of 12 countries that are home to CNN studios and offices. On the line next to each country, name the continent on which each of these bureaus is located.

Argentina _____________________________________________________  Israel _____________________________________________________
Brazil __________________________________________________________  Japan ______________________________________________________
Cuba ___________________________________________________________  Lebanon __________________________________________________
France _________________________________________________________  Mexico _________________________________________________
Germany ________________________________________________________  Thailand _________________________________________________
India ___________________________________________________________  Turkey _________________________________________________

Word Search:
Continent by Continent

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Cryptogram: Robin Meade

This puzzle is a cryptogram, a code in which letters have been replaced by numbers. Solve the puzzle to reveal a quote from anchor, Robin Meade. Meade is host of the popular morning show on HLN, “Morning Express with Robin Meade”. She films inside CNN Global Headquarters in Atlanta. Use the chart below to decode the message and find out what she says is the most important element in a news story. Hints are provided and some letters have been filled in to get you started.

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Word Search
Argentina (1, 1, SE) South America
Brazil (15, 6, NW) South America
Cuba (12, 9, W) North America
France (2, 12, E) Europe
Germany (3, 3, E) Europe
India (1, 4, S) Asia
Israel (9, 14, W) Asia
Japan (9, 5, W) Asia
Lebanon (14, 14, N) Asia
Mexico (12, 5, S) North America
Thailand (2, 14, NE) Asia
Turkey (6, 6, SW) Europe & Asia

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| C | S | G | E | R | M | A | N | Y | P | K | Z | A | V | S |
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The Real Story:  
The History of CNN

Below is a timeline of significant moments in the development and expansion of the first 24-hour, all-news network in the world.

This information can be used in your classroom:

- For exercises in historical geography, by mapping specific locations over time.
- To develop group study aids such as trivia contests and game or quiz shows.
- As writing prompts and research project topics across the curriculum.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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<tbody>
<tr>
<td>1980</td>
<td>CNN, Ted Turner's Cable News Network, makes its initial broadcast. CNN signs on the air June 1 as the world's first 24-hour news network reaching 1.7 million cable television households.</td>
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<tr>
<td>1982</td>
<td>CNN launches a second network, CNN2, on New Year's Day. The next year, it becomes CNN Headline News.</td>
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<td>1985</td>
<td>CNN International begins live 24-hour transmission to Europe.</td>
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<td>Turner Broadcasting System, Inc. purchases 75% of the Omni International Complex for Ted Turner's growing cable network television project. The following year, TBS purchases the remaining 25%.</td>
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<td>1986</td>
<td>CNNRadio launches.</td>
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<td>The Omni International complex is renamed CNN Center and becomes the world headquarters for TBS, Inc. and CNN.</td>
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<tr>
<td>1992</td>
<td>CNN launches CNN Newsource, a service comprised of TV stations and local/regional cable news channels throughout North America. It provides partners with the news content necessary to produce competitive newscasts.</td>
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<td>1993</td>
<td>CNN launches CNN en Español radio.</td>
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<td>1995</td>
<td>CNN launches the Airport Channel, later renamed CNN Airport Network.</td>
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<td>CNN launches CNN Interactive online, which later becomes CNN.com.</td>
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<tr>
<td>1997</td>
<td>CNN launches CNN en Español television network.</td>
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## The Real Story: The History of CNN

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<td>2008</td>
<td>CNN Chile, a Chilean news channel in Santiago, Chile, is launched.</td>
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<td>2012</td>
<td>CNN launches a film division called CNN Films to distribute and produce made-for-TV and feature documentaries.</td>
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<tr>
<td>2015</td>
<td>CNN Indonesia and CNN Philippines are launched.</td>
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CNN World Headquarters in Atlanta, GA.
Talk the Talk:
CNN Control Room Jargon

During your class visit to CNN Studio Tours, you may overhear some interesting conversations coming from the Control Room. These tech professionals speak a very unique language!

- See how many phrases your students can match to their “translations.”
- Watch a broadcast of CNN as a class and identify the moments when you might hear these sayings coming from the Control Room.
- Use this list as a model to create your own Classroom Jargon.

“**Big box, little box.**” Divide the screen into a little box for a person (anchor) and a big box for live video.

“**Faster, Prompter, faster!**” The TelePrompTer operator is not keeping pace with the anchor.

“**Feed it from the pool.**” Sending video to CNN from a pool camera that is shared by the competitive news and broadcast networks.

“**Feed the tape.**” Broadcast video from one of CNN’s many video feeds.

“**Float that package.**” Postpone the broadcast of a package.

“**Go with rolling coverage.**” Continue extensive coverage of a breaking news story over a period of several hours or more.

“**He’s a donut.**” Use a reporter’s live remote between two stories.

“**He’s out shooting a standup.**” A standup is the reporter’s on-camera appearance during a package.

“**Is that tape raw or cut?**” Is the tape edited or unedited?

“**Kill the package.**” Pull the story before it is broadcast.

“**Let’s use the weather as an accordion.**” Use the non-scripted weather report to either shorten or lengthen the show to end exactly on time before local or commercial breaks.

“**Lose the bug.**” Remove the CNN logo from the bottom right corner of the screen.

“**Roll on the feed.**” Record video that is coming in from one of CNN’s many feeds.

“**Roll the SOT.**” SOT stands for Sound Over Tape.

“**Send a crew to spray the room.**” Send a camera crew to shoot video without a reporter and producer.

“**She’s a live pop.**” A reporter is giving a live report.

“**She’s on the beeper.**” The reporter is broadcasting live via telephone.

“**That package is crashing.**” That story is fast approaching its deadline.

“**The bird’s going down.**” CNN is about to lose its time on a satellite.

“**The package is a hot roll.**” A package broadcast live from one of CNN’s bureaus.

“**What’s the bird gonna cost?**” How much is the satellite time going to cost?

“**What’s the slug?**” What is the name of the package?
The Man Behind the Station: Ted Turner

Throughout his career, Ted Turner has won recognition for his entrepreneurial acumen, sharp business skills, vision, leadership and philanthropy.

R.E. “Ted” Turner is the founder of Turner Broadcasting System, Inc. He began his career as an account executive with Turner Advertising Co. and entered the television business in 1970 when he acquired Atlanta independent UHF station Channel 17. In 1976, Turner bought Major League Baseball’s Atlanta Braves and launched TBS Superstation, originating the “Superstation” concept. The following year, Turner Broadcasting System Inc. acquired the National Basketball Association’s Atlanta Hawks, and in 1980, Turner launched CNN, the world’s first live, 24-hour global news network.

During the next two decades, the company built a portfolio of unrivaled cable television news and entertainment brands and businesses, including CNN Headline News, CNN International, TNT, Cartoon Network and Turner Classic Movies. In the mid-1990s, Castle Rock Entertainment and New Line Cinema became Turner Broadcasting properties. In October 1996, the company merged with Time Warner Inc. In January 2001, Time Warner Inc. merged with America Online to create AOL Time Warner. In October 2003, the company changed its name back to Time Warner Inc.

Turner has also made his mark as one of the nation’s most influential philanthropists. He is Chairman of the Turner Foundation Inc., founded in 1990, which provides support for clean water and toxics reduction; clean air through improved energy efficiency and renewables; wildlife habitat protection; and the development of equitable practices and policies designed to reduce population growth rates. Since 1991, the Turner Foundation has provided grants to hundreds of organizations committed to those goals.

In September 1997, Turner announced a pledge of up to one billion dollars to the United Nations Foundation (UNF). The organization supports the goals and objectives of the United Nations to promote a more peaceful, prosperous, and just world. UNF has identified four core priorities: women and population; children’s health; the environment; and peace and security. Originally to be awarded over 10 years, Turner’s historic gift was intended to inspire an international spirit of participation and philanthropy.

At a commemorative luncheon in December 2002 celebrating the fifth anniversary of Turner’s pledge, the UNF board of directors agreed to extend the life of the foundation an additional five years.

In early 2001, Turner launched the Nuclear Threat Initiative (NTI), a foundation of which he and former Senator Sam Nunn are co-chairmen. NTI is working to close the growing and increasingly dangerous gap between the threat from nuclear, chemical and biological weapons, and the global response.

The Turner Endangered Species Fund is a core grantee of the Turner Foundation. It works to conserve biodiversity through efforts to restore endangered or imperiled species on the Turner properties. Through Turner Enterprises, Turner manages the largest commercial bison herd in North America, which is spread across his ranches in Colorado, Kansas, Montana, Nebraska, New Mexico, Oklahoma and South Dakota.

In January 2002, Turner opened the first Ted’s Montana Grill in Columbus, Ohio, with his partner, George W. McKerrow Jr., founder of the Longhorn Steakhouse chain. Ted’s Montana Grill offers classic American comfort food, including bison or beef burgers, in an authentic Montana bar-and-grill atmosphere.

Turner also enjoys several outdoor sports, especially hunting and fishing.
Provide an area in your classroom with dictionaries – online or hard copies – for your students to define the terms below. For additional vocabulary development, refer to the word bank (“Terms to Know”) listed on the Student Activity Page in each of the lesson plans. As a quick reference tool, students can compile their TV terms in a mock “Reporter’s Notebook.”

**Affiliates**: TV stations, usually smaller local stations, where information for news stories is gathered.

**Analog**: Information or video in a tape format.

**Anchor**: A person who reports and coordinates a newscast, typically from a studio.


**Audio**: Any sound that is inserted into a broadcast (i.e. music, sound effects, or speech from talent).

**Bureaus**: CNN studios and offices throughout the world.

**CNN Air**: The CNN viewed on television, including the commercials.

**CNN Program**: The CNN viewed on television, excluding the commercials.

**CNN Preset**: The image that will air next.

**Control Room**: The heart of a newsroom where the entire broadcast is put together; the last point of contact before the news is seen on the air.

**Correspondent**: A person who reports news from a distant place.

**Digital**: Information or video in a computerized format.

**Director**: Responsible for the technical production of a newscast, segment or documentary. As the only member of the technical team who has a complete set of scripts, the Director prepares the technical crew before production as well as guides them through the actual shoot or newscast. The director follows scripts and orders from the Executive Producer.

**Feeds**: Distributing a local radio or television broadcast to a larger group of receivers by way of a network or satellite.

**Fiber Optics**: The technology of light transmission through very fine, flexible glass or plastic fibers.

**Fonts**: Text/words (i.e. anchors name or location).

**Graphics**: Images/pictures (i.e. maps, logos).

**Green Screen Effect**: Technology that is frequently used by meteorologists. The effect begins with a chip inserted into a camera, which then has the capability of replacing the color green with an image; can also be used with the color blue.

**Hard copy**: A sheet of paper with the script typed out- used in case the Teleprompter malfunctions.

**Lavalieres**: A uni-directional microphone, usually worn on a tie or lapel, that picks up noise within a one-foot radius.

**Master Control**: Where commercials are inserted.

**Media Operations**: A department that assists in the overall production of news packages and stories for the CNN Networks and its affiliates.

**Monitors**: Television sets.

**Producer**: Responsible for formatting a program, deciding which stories will go on the air, when, and how much time will be spent on each report. The producer also assigns a writer to each story.
**Rating:** A share multiplied by the number of households with televisions.

**Reuters:** International news agency.

**Robotic Cameras:** Cameras operated by one individual with a joystick or pre-programmed commands on a keyboard.

**Routers:** Monitors that show images or text from different areas.

**Satellite:** A manufactured object intended to orbit the earth transmitting radio and television signals.

**Share:** The number of households watching a specific channel divided by the total number of households watching TV.

**Talent:** Program anchors, reporters, and correspondents who appear on camera.

**Technical:** Director Responsible for all the changes in video during a newscast. The Technical Director acts as the Director’s right hand by keeping track of the timing of packages and other video elements.

**TelePrompter:** System from which the anchor reads the news stories.

**Transponder Time:** The specific time leased from a communications company for satellite time.

**Wire Services:** Network of news sources and stories that come through the Internet.
We know how important it is for you to justify field trips and document how instructional time is spent outside of your classroom. With this in mind, both the activities in this Study Guide and the experiences your students have during their field trip to CNN Studio Tours are correlated to the Common Core State Standards for English Language Arts and Mathematics along with the C3 Framework for Social Studies State Standards, and the Next Generation Science Standards.

The standards are arranged by content area and grade level. Following the national curricula, you will find the Georgia Standards of Excellence and Georgia Performance Standards. In addition, specific requirements are provided for Alabama, Florida, North Carolina, South Carolina, and Tennessee.

<table>
<thead>
<tr>
<th>National Curriculum Correlations</th>
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<tr>
<td><strong>Common Core State Standards for English Language Arts</strong></td>
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<tr>
<td>Literacy in History/Social Studies: CCSS.ELA-Literacy.RH.6-8.1, CCSS.ELA-Literacy.RH.6-8.2, CCSS.ELA-Literacy.RH.6-8.4, CCSS.ELA-Literacy.RH.6-8.7</td>
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<tr>
<td>Writing: CCSS.ELA-Literacy.WHST.6-8.2, CCSS.ELA-Literacy.WHST.6-8.7</td>
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| **Common Core State Standards for Mathematics** |

| **Grade 6** |

| **Grade 7** |

| **Grade 8** |

| **C3 Framework for Social Studies State Standards** |
| D1.5.6-8., D2.Civ.1.6-8., D2.Eco.1.6-8., D2.Geo.2.6-8., D2.Geo.3.6-8., D2.Geo.7.6-8., D2.His.1.6-8., D2.His.3.6-8., D2.His.11.6-8., D3.1.6-8. |

| **Next Generation Science Standards** |
| MS-PS4-3, MS-ESS2-5, MS-ESS2-6, MS-ETS1-1, MS-ETS1-2, MS-ETS1-3 |
News You Can Use:
Curriculum Standards

GEORGIA

English Language Arts
Literacy in History/Social Studies: ELACCGPL6-8RH1, ELACCGPL6-8RH2, ELACCGPL6-8RH4, ELACCGPL6-8RH7

Literacy in Science and Technical Subjects: ELACCGPL6-8RST1, ELACCGPL6-8RST2, ELACCGPL6-8RST3, ELACCGPL6-8RST4, ELACCGPL6-8RST7

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects: ELACCGPL6-8W2, ELACCGPL6-8W7, ELACCGPL6-8W8, ELACCGPL6-8W9

Mathematics
Standards for Mathematical Practice: 1, 2, 4, 7


Grade 8: MGSE8.EE.2, MGSE8.G.5, MGSE8.G.7

Social Studies

Grade 7: SS7G1b, SS7G3, SS7G5b, SS7G9b, SS7G11

Grade 8: SS8H12

Map and Globe Skills: 1, 4, 8, 9, 12

Information and Processing Skills: 1, 5, 6, 8, 9, 11

Science
Grade 6: S6E5

Grade 8: S8P3

ALABAMA

English Language Arts

Grade 6: 11, 12, 13, 14, 17, 22, 27, 28, 29

Grade 7: 10, 11, 12, 13, 16, 21, 26, 27, 28

Grade 8: 10, 11, 12, 13, 22, 26, 27, 28

Mathematics
Standards for Mathematical Practice: 1, 2, 4, 7

Grade 6: 2, 3, 5, 6, 13, 17, 18, 27, 29

Grade 7: 1, 2, 3, 8, 9, 10, 11, 15, 17, 18, 20

Grade 8: 4, 20, 22

Social Studies
Grade 6: 9, 11

Grade 7: Civics 11, 13; Geography 1, 2, 4, 7

Science
Grade 6: 5

Technology Education: 6, 10, 11
FLORIDA

English Language Arts
Reading Standards for Literacy in History/Social Studies: LAFS.68.RH.1.1, LAFS.68.RH.1.2, LAFS.68.RH.2.4, LAFS.68.RH.3.7

Reading Standards for Literacy in Science and Technical Subjects: LAFS.68.RST.1.1, LAFS.68.RST.1.2, LAFS.68.RST.1.3, LAFS.68.RST.2.4, LAFS.68.RST.3.7

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects:
LAFS.68.WHST.1.2, LAFS.68.WHST.3.7, LAFS.68.WHST.3.8, LAFS.68.WHST.3.10

Mathematics


Grade 8: MAFS.8.EE.1.2, MAFS.8.G.1.5, MAFS.8.G.2.7

Social Studies

Grade 7: SS.7.G.1.3, SS.7.G.4.2


Science


NORTH CAROLINA

English Language Arts
Grade 6: RI.1, RI.2, RI.3, RI.4, RI.7, W.2, W.7, W.8, W.9

Grade 7: RI.1, RI.2, RI.3, RI.4, RI.7, W.2, W.7, W.8, W.9

Grade 8: RI.1, RI.2, RI.3, RI.4, RI.7, W.2, W.7, W.8, W.9

Mathematics: See Common Core State Standards for Mathematics

Social Studies
Grade 6: 6.H.1, 6.H.2

Grade 7: 7.H.1, 7.H.2, 7.G.1, 7.G.2

Science
Grade 6: 6.E.2

Grade 7: 7.P.1

Information and Technology
Grade 6: 6.SI.1, 6.TT.1, 6.RP.1

Grade 7: 7.SI.1, 7.TT.1, 7.RP.1

Grade 8: 8.SI.1, 8.TT.1, 8.RP.1
SOUTH CAROLINA

**English Language Arts**

Grade 7: I.3.1, I.3.2, I.3.3, RI.4.1, RI.5.1, RI.7.1, RI.8.1, W.2.1, C.2.1, C.2.3

Grade 8: I.3.1, I.3.2, I.3.3, RI.4.1, RI.5.1, RI.7.1, RI.8.1, W.2.1, C.2.1, C.2.3

**Mathematics**

Mathematical Process Standards: 1, 2, 4, 7


Grade 7: 7.NS.3, 7.RP.1, 7.RP.2, 7.RP.3, 7.EEI.2, 7.EEI.3, 7.EE.4, 7.GM.1, 7.GM.5, 7.DSP.1, 7.DSP.2, 7.DSP.4

Grade 8: 8.EEI.2, 8.GM.5, 8.GM.7

**Social Studies**

Grade 7: 7-6.5

Social Studies Literacy Skills for the Twenty-First Century:

- Integrate information from a variety of media sources with print or digital text in an appropriate manner.
- Explain change and continuity over time and across cultures.

**Science**


Grade 8: 8.S.1A.2, 8.S.1A.4, 8.S.1A.5, 8.S.1A.8, 8.S.1B.1, 8.P.2A.7, 8.E.4B.3, 8.E.5B.3, 8.E.6A.3

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TENNESSEE

**English Language Arts**


**Mathematics**

Standards for Mathematical Practice

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Model with mathematics.
- Look for and make use of structure.

**Grade 6**

- Ratios and Proportional Relationships: 1, 2, 3
- The Number System: 2, 3
- Expressions and Equations: 2, 6, 7
- Statistics and Probability: 3, 5

**Grade 7**

- Ratios and Proportional Relationships: 1, 2, 3
- The Number System: 3
- Expressions and Equations: 2, 3, 4
- Geometry: 1, 5
- Statistics and Probability: 1, 2, 4

**Grade 8**

- Expressions and Equations: 2
- Geometry: 5, 7
Science
Grade 6: GLE 0607.Inq.5, GLE 0607.T/E.1, GLE 0607.T/E.2,
GLE 0607.6.6

Grade 7: GLE 0707.Inq.5, GLE 0707.T/E.1, GLE 0707.T/E.2,
GLE 0707.11.3

Computer Technology
Grade 6: 6.2.1, 6.3.1, 6.5.1

Grade 7: 7.2.1, 7.3.1, 7.5.1, 7.6.2

Grade 8: 8.2.1, 8.3.1, 8.5.1, 8.6.2