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Technology Integration Workshop 2022

Unit Title: Critical Consumers of Media or "Believe or Not!"

Grade Level: 10

Subject Area: English

Duration/Length/Number of class periods: 7 days

Description:

Established Goals:

Reporting Standard: Inquiry/Research: The student develops inquiry skills including generating questions, searching resources, and evaluating information

- a. 9.9.7.7 Understand, analyze, evaluate, and use different types of print, digital, and multimodal media. Evaluate the content and effect of persuasive techniques used in different mass media.
- b. 9.9.2.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

What Enduring Understandings are desired?

Students are bombarded with misinformation from various websites and social media. Understanding and discerning the source, purpose, and credibility of various media sources will help students combat the spread of misinformation. People with these skills can make better and more informed decisions about the world around them.

What Essential Questions will be considered?

1. Who defines "truth"? (discussion, personal reflections)
2. How does perspective shape or alter truth? (discussion, personal reflections)
3. How do our personal experiences shape our view of the world, others, and ourselves?
4. What does it mean to be an insider or an outsider? (Look at case studies of different "extreme" groups and influencers)
5. How does the media shape our view of the world and ourselves? (Where do you go for news? Why? Who or what news outlets do you believe in or trust?)
 - a. What is the highest quality source for news? (What makes a news source high quality? Define what quality news means to you. Why?)

- b. Where can a person find news? (Look at different sources of news AND think about how the format affects the packaging of the story and the intended audience.)
 - c. Why is it important to get “quality” news? (Again, circle back to what is considered quality news.)
 - d. What makes “quality” news?
 - e. What is the purpose of news? (Maybe consider the “money factor” of a news outlet as well as fidelity to telling the truth)
 - f. What is the responsibility of the news media?
6. In a culture where we are bombarded with other people trying to define us, how do we make decisions for ourselves?

Resources to pull from:

📄 BestPrepTIW_presentation2022

<https://www.teachthought.com/pedagogy/examples-of-essential-questions/>

[SCARAB Rubric Video](#) or [CRAAP Test Rubric](#)

[Denotation vs. Connotation Slideshow](#)

[What makes quality news?](#)

[Studying Media Template](#)

[Media Literacy Project Overview](#)

[Comparing News Sources Lessons](#)

[Factitious Online Game](#)

[Deep Fakes and Fact Checking](#)

Medium Article by Tim O'Reilly <https://timoreilly.medium.com/how-i-detect-fake-news-ebe455d9d4a7>

Google Slide Templates (these need to be revised and updated) [#1](#) [#2](#)

Medium Article by Jennifer Smith (Possible RAFT assignment idea)

<https://medium.com/teachers-on-fire/how-i-teach-fake-news-b761b4b07e21>

[Edublogs](#)

Note to self: See Power of Language folder in Schoology

Students will know / be able to:

- Students will reflect and discuss their personal beliefs about what shapes their understanding of the world.
- Students will define and create criteria for quality news sources.
- Students will evaluate the quality of a news source using the SCARAB or CRAAP rubric.
- Students will identify and evaluate the use of language from various media outlets.
- Students will determine bias and quality news media and explain why it's important to be critical of news sources.
- Students will analyze various news media sources for their bias and rhetorical techniques.
- Students will analyze and evaluate news media for its coverage of an event/social issue.

Description <i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i>	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
Daily Exit/Check-In Ticket via Google Form	X				X	X	1a
Flipgrid (used for ongoing reflections in the early stages of the unit). Students will record their responses to various essential questions and respond to classmates.	x		x	x	x	x	1c
Schoology Online Discussions (students will post and respond to classmates about various topics)	x		x	x	x	x	2
Edpuzzle (student will take short formative quizzes to help process various topics they will learn throughout the unit)	x		x	x	x	x	1
Google Sites or Adobe Spark or Google Presentation (or whatever the new name for it is) (for their final project students will create a Google site. Students can publish these and then comment on each other's projects in a virtual gallery walk). Note to self: students can embed a Google form in their website so classmates can offer feedback. Students would then share their feedback spreadsheet with me to see.		x		x	x	x	1, 3, 4, and 7
RAFT assignment (See Medium Link above) Create student papers using Edublogs.		x			x	x	1, 3, 4, and 7
Final Reflections via Google Forms		X		X	X	X	3 & 6

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Additional credit given to: Ben Karls and Leslie Schmeisser (fellow Osseo teachers whose materials we pulled from)

Day-to-day lesson plan

Please note: this is a daily flow that is still a work in progress.

Breakdown of Unit Activities:

Establishing who we are and why we think the way we think.

1. Using a paper or tech, students “introduce themselves” by sharing what or who influenced and shaped their world view? (Background)
2. Discussion on what is “truth”--definition, convictions, associations to morality, integrity, belief system. Also, reflect and share an example when a student's belief was challenged or when a student changed a belief.
3. Discussion and try to define what is quality news. What is the goal of news outlets? (Audience, Ratings, Advertisers, etc.)

Getting into the unit

Day 1

- Divide the class into groups of 3 to 4 students.
- Give each group a large piece of paper and have the students brainstorm their responses to the following question:
What happened this week that was newsworthy?
- After giving them a few minutes to get their ideas down, ask them to list their sources next to each news item on their lists.
- As a large group, have students share their brainstormed lists. Together discuss the commonalities on their papers:
 - o Which stories seemed to appear on multiple lists?
 - o Which news sources tended to be the class's primary sources of information?
 - o Why are those sources the most common?
- **Homework:** In your notebook, write down (in your opinion) the two best sources of news. Also write down your criteria for a “quality” news source.

Day 2

- Have each student meet with a partner to share their lists from last night.
- Together, as a class, make two giant lists that will stay on the wall for the duration of the unit; one list is entitled “Our Picks for Best News Sources,” the second is called “What Makes Quality News?”
- Present on Analyzing TV News and coach students by watching a clip of last night's BBC World News, explaining the concept of national news broadcasts and their mission.
- Give them a [template](#) for recording the information they get from the show. (This same template will be used during the entire unit. It requires students to keep track of the types of stories that are reported, the length of the stories, and the details of the stories.)
- Finally, watch this news program together.

- **Homework:** Watch the nightly news (ABC, NBC, or CBS—the class will be divided into three groups) and complete the template.

Day 3

- In small groups (arranged by the same network), share the results from last night's viewing. Meet separately with those kids who did not do the homework.
- As a large group, share any reactions (to content or format) to the network news.)
- Together, watch a segment of CNN. While viewing, record information on the template. Then discuss and begin comparing the sources. Define the concept of local news.
- **Homework:** Watch the local news or the "NewsHour" on PBS (the class will be divided by network). Complete the template.

Day 4

- In small groups (each group will have one student who watched ABC local, one who watched NBC local, one who watched PBS...), share and compare the results from last night's viewing. Meet separately with those kids who did not do the homework.
- As a large group, share reactions (to content and format) and then revisit the list that we made during Day 2 about Quality Media.
- Have students respond to the following prompt in writing: Of the television news you've watched this week, which source has been of the highest quality? Why? Have volunteers share their writing.
- Give students copies of *Newsweek*, *Time*, whatever news magazines you can get. Give them the rest of class time to read/browse through the magazine and complete their templates.
- **Homework:** Each student will receive a copy of the local newspaper, the local metro daily, *The New York Times*, or *USA Today*. Their assignment is to read the paper and complete the template.

Day 5

- Go around the room, having each student read a headline from her paper (no repeats). Then, as a class, make a comparison/contrast chart about the different papers.
- Move that discussion into a free-write about the differences between the papers we've read and the television news we've watched. Guiding Question: **How does the coverage and delivery change based on the medium used?**
- Finish class by listening to a podcast of NPR's news from Washington. Have students complete templates.
- **Homework:** Listen to at least one of the news segments on your favorite radio station, whatever it is, via podcast. Complete the template.

Day 6

- Have students answer the following question in writing: **From what you can tell, what is the mission of your favorite radio station/podcast? Is the station living up to its mission?** Have volunteers share to read. Note: this might not

work, depending on if people listen to podcasts and radio. Make sure you survey the kids prior to this to adapt the lesson as needed.

- Move this sharing into a discussion about the “missions” of the other media we’ve looked at this week. Have students share opinions about these “missions” (think back to slogans the different networks/companies use) and whether the outlet is living up to the projected mission. Also, have students give reasons why it is important to get “quality” news.
- **Homework:** Divide the class into seven groups. Each group is assigned one website (see list in Resources Recommended). By tomorrow every member of the group needs to view the site and complete the template. **NOTE:** This might be a good time to use social media and topics trending...

Day 7

- Students get into groups according to their Web sites/blogs/social media
- On a large paper, the students should list the top stories presented on their Web sites and what they observed. Share with the class.
- Then, explain the final assignment and begin those projects.

Ideas...

- Group presentations: The Best Source within a Medium
 - o Students arrange themselves into groups of 3-4.
 - o Each group chooses one medium—no overlapping (network TV, cable TV, public TV, newspapers, news magazines, radio, or Internet/other).
 - o Over several days the group needs to “consume” as much news from its medium as is possible, being careful to interact with many different examples of that medium. In the presentation to the class, each group needs to give an overview of the information sources it consumes within the chosen medium, identify the highest quality source, and give a rationale for the choice.
 - o Groups will be assessed with a rubric that measures thoughtfulness, thoroughness, and professionalism.
- B. In-class essay: The Best News Sources
 - o One class period to answer the following prompt: A powerful group has come into the community and started burning newspapers and magazines on a regular basis. They are also in the process of seizing and smashing radios, televisions, and computers. At this time, you have no ability to stop this group from gaining control or from limiting the community’s access to information. However, for some unknown reason, you will have continued access to two news sources of your choice. You’ll be able to consume this information without risk and you’ll be able to pass on any information you receive through word-of-mouth. Which two sources do you choose? (Be careful. Newspapers would not count as one source—it’s way too broad. Rather, the local metro daily would count as one source.)
 - o Essays will be assessed with a holistic rubric, measuring how well the student accomplishes the purpose of the essay, including such elements as rhetoric and word choice.

Scholars Choose: Possible Additional Activities/Summatives (Possible ideas for a choice board)

SYNTHESIS LEVEL: Topic/Issue-based consumption

Choose a **current event or social issue** (e.g., the gender income gap, national marriage equity, the Ukraine, racial politics/depictions, etc.) and consume as much about it as possible using varied, quality sources from mixed mediums.

Keep a record/data log of your consumption – where, when, medium, topic coverage, language/visuals used.

Analyze how it is presented in the media – move beyond the simple who-what-where-when and into **HOW** it was covered/presented, the choices made by the medium, the significance of those choices and what the choices suggest about the bias/slant of the media sources and the drawbacks/strengths of the medium.

Present an overview of the media consumed explaining quality sources within the media, why they rate as quality, and your analysis of the topic coverage within the media.

ANALYTICAL LEVEL: Medium-based consumption

Choose a **specific medium** (e.g., television news, news radio, reputable blogs, newspapers, social media, etc.) and consume as much **of the medium** as possible. Use **varied examples** within the medium.

Keep a record/data log of your consumption – where, when, topic coverage, language/visuals used.

Analyze how news is presented in the medium – move beyond the simple who-what-where-when and into **HOW** news was covered/presented, the choices made because of the medium, the significance of those choices and what the choices suggest about the bias/slant of the media sources and the drawbacks/strengths of the medium.

Present an overview of the medium studied, identify quality source of the medium, rationale (analysis) for the source's quality using class' extended definition of media quality.

APPLICATION LEVEL: Source-based consumption

Consider the following question: If you had to choose **only THREE sources** from which to get your news, what would they be and why?

Review mediums for quality. Narrow from various media to two specific sources. As you review media, **keep a record/data log** of the media and the qualities and disadvantages you note using the class model.

Present your ultimate decision. Argue why your sources are quality using class' extended definition of media quality.

Other possible activity ideas for students from Jennifer Smith's Medium (above):

1. Students research/investigate what might be good stories around school (lunch, passing time, course selections, books, clubs, etc.)

2. Put students into editorial groups. They meet in groups to determine which topics to write into articles or turn into news videos.)
3. Decide on a platform to write a story (In groups so that each medium has multiple stories, videos, blog posts, etc.)
4. Create ONE fake news (to be published with the “real” news.)
5. Share/Present