

Alternate Unit Plan

Project / Event Name	How do you know: Understanding media messaging esp. in a political context
Description	A way for students to understand how the messages in the media influence their decision making.
Purpose	My students are of voting age, yet many of them don't vote. A few will vote for the President. I want them to be able to analyze how people and industries use words to shape/manipulate others.
<u>Established Goals; Standards Being Met</u>	Students will identify a candidate who they can vote for based on how closely the candidate's values and goals intersect with their own.
<u>Essential Question(s)</u>	Students will be able to separate facts from opinions and legitimate sources as opposed to highly-biased sources of news. • What are the benefits and consequences from this plan? • How do the decisions/actions of someone show their personality? • How do individuals reconcile competing belief systems within a given society (e.g., moral beliefs conflicting with legal codes)? • What is community and what are the individual's responsibility to the community as well as the community's responsibility to the individual? • What is the relationship between freedom and responsibility? • How does the media shape our view of the world and ourselves? • In a culture where we are bombarded with other people trying to define us, how do we make decisions for ourselves?
Audience	Students , families, educators, thers, etc. Goal number of people to reach.
Timeline	Project start/event date: Aug 22, 2022 - Oct 19, 2022 Planning start date: Aug 1, 2022 Milestone dates: • Wed. Aug 3, 2022 for the lesson completion. Then Sept. 6 as a two-week check in with Students.

	• Midquarter: Sept. 20, 2022 • Final: Oct. 18, 2022
Materials / Resources Needed	Experts (speaker, video, etc.): Someone from the St Paul School board and any candidate running for office this election cycle. Company/Community representatives: Maybe people who represent some of the under-represented individuals in our St. Paul Community. Space/Location: Classroom Food: None Printed materials: Newspapers (Op/Ed) and local news and election materials
Tools/Equipment Needed	Tables, chairs, collaborative workspace, shared digital space for curated files and AV/Tech equip
Technology Needed:	• Digital notebooks • WeVideos • Playlist/Choice board • High Operational Practice (HOP) • Name drop • Padlet
Who to Involve	Collaborators, team members planning the event: • my supervisor, • other team members
Research/Rationale	Although MN is often lauded as a state that "VOTES!" Many of the students and the communities they belong to do not feel as if their vote will make a difference, so they don't vote. Also there is a misconception that the Presidential election is the one that counts the most, which is simply not true in how an election and policy stemming from it has an impact on their daily lives.
Unit Plan Author	Anna Newcombe Gateway to College anna.newcombe@spps.org

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>	Fo r m a t i v e	S u m m a t i v e	Int ro du ct o r y Ac t i v i t y	Le ar n i n g Ac t i v i t y	St ud en t Te ch nol og y Us ed	Tea che r Tec hno log y Use d	IST E Sta nda rds
Name drop Reflection journal	X		X	X	Nam e drop	Same	1:D
Key vocabulary Discussion Flip	X		X	X	Quizl et N/A Flip	same N/A Same	1:C 3:A
Where do I see myself or my values in the media? Make Padlet using self as example	X		X		Padl et	Same	3:D
Media messages PowerPoint of sample ads for class discussion	X		X	X	Goo gle & refle ction JNL		3:A-D
MQ: Find a political ad to analyze apply concepts in class			X		Stud ent choi ce		6:A-D

Materials, tools and resources: Notes for my future self

Digital notebooks
WeVideos
Playlist/Choice board
Power Point (PPT)
Prezi
Google slides
Name drop

Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page):

Additional credit given to:

Quarter breakdown:Week 1:

Introduce self to class (**Name drop**) personal photo optional BUT must include a visual of something that is very important to the student.

Community: What is community and what are the individual's responsibility to the community as well as the community's responsibility to the individual?

Values discussion

Intersection of individual, community and values. How do individuals reconcile competing belief systems within a given society (e.g., moral beliefs conflicting with legal codes)? Use this Brene Brown quote? "In order to empathize with someone's experience you must be willing to believe them as they see it and not how you imagine their experience to be." (**REFLECTION JOURNAL**)

(Pull in PEG 4 agreements and connect them to individual, community and values)

Week 2:

Key vocab: fact, opinion, obfuscation, hyperbole, bias, gaslighting, propaganda, information/misinformation/disinformation, (**Quizlet live**)

Role of media and examples

What types of media do you use? What is your purpose for each type of media that you use?

(Look especially for news media not just social media)

Compare your answers with someone else, then compare with another group. Sort your media platforms into distinct grouping/categories. (Students make their own categories)

How does the media shape our view of ourselves and the world? (Discussion)

Make connections to material covered in Week 1.

Find examples of where you feel YOU or your VALUES are represented in the media. (Flip)

Week 3:

Introduce the topic of election. Get a temperature of where students are in relation to the election with a quick quiz on student thoughts. (Is voting important? If you can vote, will you vote in the upcoming election? How can you learn about the issues and the candidates?)

What is the relationship between freedom and responsibility? Where does voting fit in?

Using ZIP Code and [Poll finder MN state](#) find your polling place and print a sample ballot. After examining your ballot, what do you notice and what are you wondering about? (Notice and Wonder)

Are you a “party” or an “issue” voter? Explain and connect to earlier work.

What positions are up for election? What is the job description for each position? For example: A Governor is someone who:

As a class, make a masterchart of candidates and offices up for election.

Week 4:

How do candidates present themselves? Who is their audience? How do you know? Review sample ads in class and comment. (Padlet)

Where can I get accurate information about candidates? ([factcheck.org](#)) [voter information MN](#)

How do I know if a source is legitimate and or unbiased? [News organization ranked by bias](#); [How does online media influence elections](#)

What are the big issues coming up that are connected to this election?

Which of these issues is most important to me?

In a culture where we are bombarded with other people trying to define us, how do we make decisions for ourselves? Compare & contrast your values and priorities with the candidates.

MQ: Select from a range of options (RAFT or Playlist/choice board) to demonstrate a clear understanding of the concepts we have learned so far. Students choose the app or platform on which to answer their choice of MQ question.

Week 5:

Select a candidate or a party that you want to support. Research the party or candidate's platform or positions and compare them to your values. Check with reputable sources to ensure accuracy of information from that candidate. Set up an appointment to volunteer to support this group/person. Document your experiences in a digital notebook.

Week 6:

Discuss your choice of candidate from week 5 with 3 different people in the class. Choose people whom you do not know well. Do a pro/con comparing your party candidate with another one in the same category, for example: Governor R with Governor D; Grassroots party with Democratic party. Remember to fact check positions of the person/party whom you are using to make comparisons.

Week 7 -8:

Final project: Campaign ad for specific candidate OR candidate pros/cons (Presentation program – PPT, Prezi, Google slides, WeVideo, etc. Your final will be linked to a Scan Code and posted in the commons room for other students to read.)

Final reflection: review materials and work from the class. Evaluate the effectiveness of the activities and unit. (Select a app or platform on which to complete this project)