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| **Teacher**: Ms. Sisson**Topic**: Reading Multimedia Texts**Grade**: **English 10**  |
| **Essential Question**: How can media messages influence people? |
| **NCTE/ILA Standard for ELA**: 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities |
| **SOL & Essential Skills from Curriculum Framework**:10.2 The student will analyze, produce, and examine similarities and differences between visual and verbal media messages.c) Determine the author’s purpose and intended effect on the audience for media messages. d) Identify the tools and techniques used to achieve the intended focus. CF: • identify and analyze the sources and viewpoint of publications. * • analyze, compare, and contrast visual and verbal media messages for content (word choice and choice of information), intent (persuasive techniques), impact (public opinion trends), and effectiveness (effect on the audience).
* • determine author’s purpose, factual content, opinion, and/or possible bias as presented in media messages.
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| **Anticipatory Set***At this point in the unit, students heave learned how to read texts using comprehension strategies and now they will learn how to read Multimedia texts. This lesson follows a lesson on characteristics of media texts, so the anticipatory set recalls that information.* |
| ***Students will be able to. . .*** | ***The teacher will. . .*** |
| 1. Recall elements of media texts from yesterday’s lesson by stating characteristics of them. Types of media texts include auditory, can be heard (e.g., music, radio shows, podcasts; visual can be viewed (e.g., television, video, Web-based materials, print ads); and written, includes text (e.g., newspapers, magazines, books, blogs); layout and organization is important
 | 1. Have students answer the questions “If you had to explain yesterday’s class to someone who was absent, what would you tell them?” and “How do different types of media send different messages?” Allow students to share answers, then tell students that today’s lesson with focus on the messages sent by media and why where media comes from matters
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| **Main Lesson Activities** |
| ***Students will be able to. . .*** | ***The teacher will. . .*** |
| 1. Define what a reliable source is.
2. List ways to tell the reliability of media sources.
3. Evaluate the motives for producing different types of media
4. Analyze the motives and factual content of media messages
5. Discuss how an author’s motivation can affect factual information in a text.
 | 1. Ask students “how can you tell if something comes from a reliable source?” Explain that a reliable source is based in fact, not opinion, and has credibility. Credibility means the person providing the material is an expert in their field or from a trusted institution. Check where information is coming from, sources that look legitimate might be hosted by organizations that are not. (See MLK Example)
2. Introduce the Times quote located in lesson resources, discuss how the amount of available media increases the amount of falsehood shared, so it is important to know how to analyze sources. Model examples of reliable and unreliable online sources for students to evaluate.
3. After students have seen several models of evaluating texts, have them evaluate a couple of the provided sources in small groups.
4. Using the visual and audio examples, discuss what the motives behind creating this media could have been. Discuss how the author’s viewpoint is part of their motive. Are the motives social, commercial, political, or something else? Is the media mostly factual or opinion-based?
5. Explain to students that whenever they are looking at different media, the source and the author’s motivation/viewpoint are both important because those elements can affect how much factual information is included and what kind of message is sent
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| **Closure** |
| ***Students will be able to. . .*** | ***The teacher will. . .*** |
| 1. Identify reliable and unreliable sources on their own and analyze the motives for creating them
 | 1. Ask students to bring in an example of both a reliable and unreliable source tomorrow and be ready to discuss potential motives of whoever produced the media
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***Instructional Materials***:

MLK Example for Step 1: <http://www.martinlutherking.org>

 This website looks factual and reliable, but is hosted by Stormfront, which is a Neo-Nazi group.

Times quote:

It’s a problems of quantity as much as quality: there is simply too much information for the public to accurately metabolize, which means that distortions—and outright falsehoods—are almost inevitable. The same technology that gives voice to millions of ordinary citizens also allows bogus information to seep into the public consciousness. Mainstream journalists are no longer trusted as gatekeepers to verify the stories that are true and kill the rumors that are false.

“So instead of institutions, people look to their social networks for information, and social networks are where conspiracy theories survive best. . . . People tend to share content that gets the most extreme reactions, which means a terrifying but untrue story will be shared more widely than a mildly alarming but accurate one” (pp. 31-32).

Alter, C, and Scherer, M. (17 Oct. 2017). The truth is out there: Way out. *Time*. 28-32.

Articles to analyze for reliability/credibility

1. <http://rightwingnews.com/hillary-clinton-2/kaine-cancels-barely-anyone-attends-rally-cancels-next-one/>

2. <http://www.bbc.com/news/business-37747360>

3. <http://www.thedailybeast.com/articles/2016/10/30/why-do-men-treat-megyn-kelly-like-a-malfunctioning-westworld-host.html>

4. <https://www.britannica.com/story/why-do-we-carve-pumpkins-at-halloween>

5. <http://zapatopi.net/treeoctopus/>

Example for modeling: <http://www.theonion.com/infographic/the-pros-and-cons-of-self-driving-cars-53951>

Media to analyze for motive (student answers will vary based on opinions)

<https://files1.coloribus.com/files/adsarchive/part_1127/11270155/file/the-truth-anti-smoking-campaign-remove-one-small-12195.jpg>

<https://www.youtube.com/watch?v=vHGPbl-werw>

<http://oceanservice.noaa.gov/ocean/earthday-infographic.jpg>

Credibility Key

1. Source is not credible due to bias; article is about facts but filled with opinions.
2. BBC is a trusted news source an this article provides reference links and states factual information on the issue; source is credible
3. Source is not really credible; lots of opinion included because this is a thinkpiece about facts, not really news
4. Britannica is an encyclopedia that is trusted; source is credible
5. Source is not credible, tree octopi are a hoax

**Sources:**

**Lesson Plan Adapted from Taylor Embrey’s Multimedia Lesson Plan**