

INFLUENCING MIDDLE SCHOOL STUDENTS' PERSPECTIVE OF MEDIA LITERACY

By

Ray Doss

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Primary Advisor: Maggie Struck
Content Reviewer: Ryane Hardy
Peer Reviewer: Andy Stec

PROJECT INTRODUCTION

This project was designed to answer the question: *How can teachers influence a middle school student's perception of media literacy?* It was created in response to the growing presence of media within the lives of young adults. The project seeks to provide context to a media-saturated world, while giving students the skills needed to be critical media consumers. In order to best achieve these goals, this project comes in the form of a curricular unit. The unit is intended to be taught in a middle school social studies classroom. Middle school students are at the most developmentally appropriate age to interact with this material, and social studies is the ideal content area to host it.

The unit consists of a two part, thirteen-day curriculum that utilizes a project-based curricular approach. This unit style focuses on the students' ability to solve complex tasks to achieve learning objectives (Kokotsaki et al., 2016). Many of the individual lessons are structured with a maximum amount of time dedicated to independent work. This allows students to reach learning targets on their own volition, helping to internalize the unit's messages and gain important problem-solving skills. The curriculum also includes several opportunities for group work, and finishes with a summative assessment in the form of a multimedia project.

The unit format was adapted from the Understanding by Design paradigm (Wiggins & McTighe, 2011). It was created with the learning objectives and unit outcomes first, working backwards from the intended goals. This approach to curricular design prioritizes the educational results, and helps to ensure the project's guiding question would be answered. All lesson plans follow a format adapted from the Understanding by Design model (Wiggins & McTighe, 2011). They are divided into four different sections, each representing a different step in the learning process.

Assessment is a key component of each lesson. Every day begins with a prior learning assessment, often in the form of independently, written reflection. These reflections usually turn into small and whole group discussions. Students will enter the classroom with a wide range of knowledge about the subject of media literacy. These prior learning assessments are a crucial step in properly contextualizing and guiding students' learning. Additionally, each lesson concludes with a formative assessment. These assessments will gauge a lesson's success, and provide teachers with measurable data to compare alongside the learning objective. Each formative assessment is responsive to the lesson's objective, and should be used as a tool for teachers administering the unit.

The unit concludes with a summative assessment. This assessment comes in the form of a major student project. This project encompasses the second half of the unit. It is directly based upon the Minnesota K-12 Academic Standards in English Language Arts (2010). The rubric directly aligns with state standards. It will assess students' understanding of both the content learning, as well as standards mastery. Additional learning objective inspiration was drawn from the Minnesota K-12 Academic Standards in Social Studies (2011). This is shown in a special research-based lesson during the first section of the curriculum.

This project greatly contributes to public scholarship. As previously mentioned, there is a growing disconnect between teachers and their young students. The social landscape of contemporary middle school is a world unknown to most adults. Young people are presented with a never before seen amount of content, messaging, and media. It is the role of educators to provide context to this landscape, and equip students with the critical thinking skills needed to navigate it. This project explicitly addresses this issue, and offers a framework to bring media literacy education into the middle school classroom.

Unit Overview	
Setting:	Global Studies/Social Studies Grade 8 60 minute class periods
Length of Unit:	13 Days
Unit Outcomes	
<ul style="list-style-type: none"> - Students will be able to describe the history of media and media literacy. - Students will be able to explain contemporary issues in media literacy. - Students will be able to develop specific methods for improving their media literacy. 	
Academic Standards	
Minnesota K-12 Academic Standards in Social Studies 2011	
<p>8.4.1.2.1 Pose questions about a topic in world history; gather and organize a variety of primary and secondary sources related to the questions; analyze sources for credibility and bias; suggest possible answers and write a thesis statement; use sources to draw conclusions and support the thesis; and present supported findings and cite sources.</p>	
Minnesota K-12 Academic Standards in English Language Arts (2010)	
<p>6.14.1.1 Write arguments focused on discipline specific content.</p> <p>a. Introduce a topic clearly, previewing what is to follow</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and credible evidence that demonstrate an understanding of the topic or text</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>6.14.2.2. Write informative/explanatory texts, as they apply to each discipline and reporting format, including the narration of historical events, of scientific procedures/ experiments, or description of technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow.</p> <p>b. Develop the topic with relevant, credible, sufficient, and well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	

Prior Knowledge Assessments	Formative Assessments
<p>Day 1: Students brainstorm and discuss times they have encountered the key term “media.”</p> <p>Day 2: Students will respond to a guiding question.</p> <p>Day 3: Students will brainstorm how to access information without the internet.</p> <p>Day 4: Students will write a response to two guiding questions.</p> <p>Day 5: Students will consider and respond to a guiding question.</p> <p>Day 6: Students will review key concepts from previous lessons.</p> <p>Day 7: Students will participate in a creative free write about forms of media.</p> <p>Day 8: Students will identify the purpose, format, and structure of the project.</p> <p>Day 9: Students will review key details about the history of media literacy.</p> <p>Day 10: Students will review key details about modern day media and media literacy.</p> <p>Day 11: Students will identify their opinion on media literacy.</p> <p>Day 12: Students will identify the technical aspects of their project format.</p> <p>Day 13: Students will respond to the reflective guiding question.</p>	<p>Day 1: Students will complete a short pop quiz.</p> <p>Day 2: Students will reflect on their feelings and realizations from the lesson’s activity.</p> <p>Day 3: Students will write a response to the closing question.</p> <p>Day 4: Students will explain what media literacy is and how to use it.</p> <p>Day 5: Students will summarize three media literacy strategies.</p> <p>Day 6: Students will summarize their research into a well written paragraph.</p> <p>Day 7: Students will explain the purpose of the project and select their project format.</p> <p>Day 8: Students will reflect on the best ways to complete their projects.</p> <p>Day 9, 10, 11, 12: Students will assess their work following the project rubric.</p> <p>Day 13: Students will complete a short, cumulative survey.</p>
Summative Assessment	
<p>Students will create a multimedia project that directly addresses the academic standards listed, as well as the unit outcomes. The project will be divided into three sections: background, application, and claim. Each section will assess students on their learning from Part 1 of the unit. This project will encapsulate Part 2 of the unit. The project rubric, along with all materials are included in the unit materials section.</p>	
Unit Calendar	
<p><u>Part 1</u> <i>Access and Introduce New Information: Understanding Past and Present Examples of Media</i></p>	<p>Day 1: Access, Understanding Contemporary Examples of “Media”</p> <p>Day 2: Introduce New Information, “Media Access”</p> <p>Day 3: Introduce New Information, A Brief History of US Media</p> <p>Day 4: Introduce New Information, “Media Literacy”</p> <p>Day 5: Introduce New Information, Media Literacy Strategies</p>

	Day 6: Apply, Historical Thinking Workshop
<p align="center">Part 2</p> <p><i>Apply and Generalize:</i> Creating an Informative Piece of Mass Media</p>	Day 7: Introduce New Information, Project Description, Rationale, and Topic Selection
	Day 8: Apply, Project Workshop
	Day 9: Generalize, Project Completion
	Day 10: Generalize, Project Completion
	Day 11: Generalize, Project Completion
	Day 12: Generalize, Project Completion
	Day 13: Generalize, Project Showcase
Additional Notes	
<ul style="list-style-type: none"> - This unit could be taught both in person or in a virtual setting. <ul style="list-style-type: none"> - Any physical handouts could be given through various virtual learning platforms. - All group activities could be administered through a video conferencing platform. - Each lesson is designed for 60 minute class periods. 	

Using the Lesson Plans

The following lesson plans follow a structure adapted from the Understanding by Design (Wiggins & McTighe, 2011) paradigm. Additional strategies were pulled from the study Project-Based Learning: A Review of the Literature (Kokotsaki, Menzies & Wiggins, 2016). Each lesson is divided into four smaller sequences. The first sequence is titled “access.” This section serves to identify any knowledge students may already have on the subject. Additionally, it will engage students in the material. Many of the prior knowledge assessments will be located within this section. The second sequence of each lesson will be titled “new information.” In this section teachers will explicitly introduce new information before giving students an opportunity for interaction. In an effort to reduce lecturing and increase time dedicated to a project-based approach, this section is typically the shortest. Next will be a section titled “apply.” In this section students will work both individually and in groups to further understanding. These sections typically revolve around a daily task, and are based on the principles of project-based learning. The final section is titled “generalize.” This section will assess students on their achievement of the previously identified learning objective. In this section you will find most formative assessments.

Day 0	
Learning Objectives: Written in “students will be able to...” format. Designates the desired outcome for each lesson.	
Materials/Preparation: Any physical space preparations or needed materials will be listed here.	Differentiation: Any optional adjustments teachers may make to the lesson will be listed here.
Access (Time required listed here)	Instructions for the section’s implementation will be listed here. This section may also include scripts that teachers may use.
Section’s overview will be listed here.	
New Information	
Apply	
Generalize	

Part 1 (Days 1-6): Understanding Past and Present Examples of Media

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
<p>Objectives:</p> <p>Students will be able to give three examples of contemporary media.</p> <p>Prior Knowledge Assessment:</p> <p>Students brainstorm and discuss times they have encountered the key term "media."</p> <p>Formative Assessment:</p> <p>Students will complete a short pop quiz.</p>	<p>Objectives:</p> <p>Students will be able to explain the key term "media access."</p> <p>Prior Knowledge Assessment:</p> <p>Students will respond to a guiding question.</p> <p>Formative Assessment:</p> <p>Students will reflect on their feelings and realizations from the lesson's activity.</p>	<p>Objectives:</p> <p>Students can explain how media access has changed over time. Students can use at least two key vocabulary terms.</p> <p>Prior Knowledge Assessment:</p> <p>Students will brainstorm how to access information without the internet.</p> <p>Formative Assessment:</p> <p>Students will write a response to the closing question.</p>	<p>Objectives:</p> <p>Students will be able to explain the key term "media literacy."</p> <p>Prior Knowledge Assessment:</p> <p>Students will write a response to two guiding questions.</p> <p>Formative Assessment:</p> <p>Students will explain what media literacy is and how to use it.</p>	<p>Objectives:</p> <p>Students will be able to summarize three media literacy strategies.</p> <p>Prior Knowledge Assessment:</p> <p>Students will consider and respond to a guiding question.</p> <p>Formative Assessment:</p> <p>Students will summarize three media literacy strategies.</p>	<p>Objectives:</p> <p>Students will be able to use research to explain media literacy.</p> <p>Prior Knowledge Assessment:</p> <p>Students will review key concepts from previous lessons.</p> <p>Formative Assessment:</p> <p>Students will summarize their research into a well written paragraph.</p>

Day 1

Learning Objectives: Students will be able to explain the key term “media.” Students will be able to give three examples of contemporary media.

Materials/Preparation:

- Before class the teacher writes the question: the question “where have you heard the word ‘media’ before?”

Differentiation:

- “Warm up” activity contains various academic scaffolds including sentence starters and an exemplar response.
- Key vocabulary will be defined and displayed throughout the lesson for reference.
- Strategic grouping can be utilized in the activity to maximize reading, writing, and speaking skills.

Access (10 minutes)

Students brainstorm and discuss times they have encountered the key term “media.”

The teacher will distribute the brief warm-up worksheet to students (see below). Each worksheet is titled with the question “where have you heard the word ‘media’ before?” The worksheet will also include written directions to accompany the teacher’s oral directions. Students will have two minutes to independently brainstorm as many examples as possible. A timer will be projected.

After the two minutes students will turn to a partner and compare answers. They will be instructed to take note of any differences or similarities in their responses. They will have an additional two minutes for the comparison activity.

After the partner discussion the teacher will ask the class for responses to the question. All responses generated by the class will be recorded on the whiteboard, generating a large and guiding list of students’ exposure to the key term “media.” This discussion should last approximately five minutes.

New Information (5 minutes)

Introduce students to the definition of “media.”

“‘Media’ is a word we have definitely heard before. However, if I were to ask you to define it, we might have a difficult time. Media is like communication. We communicate every day to each other! However, media is communication for massive amounts of people. All of the examples we wrote on the board represent a small group of people talking to a large group of people.”

On the board the teacher writes the following definition for media: *“Media = Mass Communication.”* This will provide a reference for students throughout the lesson.

Apply (25 minutes)

Students will play an identification game using the new “media” definition.

Students will be divided into small groups to play a brief identification game. Using the definition for the key term “media” displayed on the board, they will go through a list of various communication examples. For each example they will identify if it is, or is not considered a piece of “media.” For each response they will write a short explanation to back their answer. Students will have ten minutes to complete this activity in groups of two to

	<p>three.</p> <p>Once group work has concluded, students will return to have a full-class discussion. The teacher will lead them through the activity to confirm which forms of communication would be considered “media.”</p>
Generalize (20 minutes)	<p><i>“We will now complete a short pop quiz on what we have learned today. There is no need to be nervous about it, we will now review key information to make sure everyone can be successful.”</i></p> <p>The teacher will then review the definition created for the term “media,” as well as various examples of media. Then, students will work independently on their “pop quiz” handouts. These handouts ask them to define the key term “media,” along with giving three examples.</p>
Students will complete a short pop quiz.	

Day 2

Learning Objectives: Students will be able to explain the key term “media access.”

<p>Materials/Preparation:</p> <ul style="list-style-type: none"> - “Warm up” materials printed. - Technology for activity. - “Study guide” materials for activity. - Guiding discussion questions written on the board. 	<p>Differentiation:</p> <ul style="list-style-type: none"> - “Warm up” activity contains sentence starters and key term definitions. - Students will share answers in small groups before whole group discussion to gain confidence and oral speaking skills. - Strategic grouping can be used for group activity to maximize speaking and reading skills.
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Access (15 minutes)	<p>Students will be given a copy of the lesson’s “warm up” activity. This activity will ask a guiding question: <i>“Can everyone around the world access the same media?”</i> Teachers should anticipate some struggle from students with this question. Included on the warm up will be several academic scaffolds, such as key term definitions (media, access) and several sentence starters. Students will have five minutes to write their responses.</p> <p>Once students have completed the writing section of the warm up, they will take a moment to turn to their partner and share their responses. This should last three minutes. Once this time has passed, the teacher will engage the entire class in a discussion about media access perceptions.</p>
Students will respond to a guiding question.	

New Information (5 minutes)	<p><i>“Yesterday we learned about what the term ‘media’ means. Today we will learn about how much access people have to it. Not everyone around the world has the same level of access to information. ‘Media access’ means the level of access people have to information.”</i></p> <p>The teacher should then write this definition on the board so it can be referenced throughout the lesson.</p>
The teacher will introduce the learning objective and context for the lesson’s activity.	

Apply (20 minutes)	Students will be placed into groups of three. They will be instructed to complete a vocabulary word pop quiz.
Students will play a vocab game in groups to simulate media access.	<p><i>“For today’s activity you will be working in groups to complete a short vocabulary word pop quiz. In order to complete today’s activity, you must achieve 100% on the quiz. If you don’t get 100%, you should start over and try again. In order to help you accomplish this, I have some study guides that will help you with the words you don’t recognize. The team that achieves a 100% score first will win!”</i></p> <p>The vocabulary quiz will be taken virtually, through some form of technology, while the study guide will be a short handout. Each group should have only one study guide and one quiz open.</p> <p>What the students do not know is that each “study guide” is different. Many are missing words, some have wrong definitions entirely. This will confuse many students and cause them to retake the quiz. Some groups will have an advantage, as they have more complete study guides. These groups will most likely finish first. This activity will take fifteen minutes to complete.</p>
Generalize (20 minutes)	The teacher will engage the class in a short discussion following the activity. They should have the following discussion questions written on the board:
Students will reflect on their feelings and realizations from the lesson’s activity.	<ul style="list-style-type: none"> - <i>“How did you feel as the game was happening?”</i> - <i>“Did your group have an advantage/disadvantage? Why?”</i> - <i>“What does this tell us about global media access?”</i> <p>After the discussion, students will be given their “exit ticket” materials. This exit ticket will ask them two questions:</p> <ul style="list-style-type: none"> - <i>“What is media access? Why is it important to learn about?”</i> - <i>“What are your key takeaways from today’s class?”</i>

Day 3

Learning Objectives: Students can explain how media access has changed over time. Students can use at least two key vocabulary terms.

<p>Materials/Preparation:</p> <ul style="list-style-type: none"> - “Warm up” materials printed. - Group activity materials printed. - Space in the classroom for collaborative timeline activity. - “Exit ticket” materials printed. 	<p>Differentiation:</p> <ul style="list-style-type: none"> - “Warm up” activity contains various academic scaffolds, such as sentence starters, helpful vocabulary words, and an exemplar response. - Students will share responses in small groups prior to the full-class discussion to build oral language skills. Strategic grouping can be utilized in this model. - Key vocabulary words will be displayed and targeted throughout the lesson. - Strategic grouping can be used during the
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	<p>activity to target speaking, reading, or writing skills.</p> <ul style="list-style-type: none"> - Key vocabulary will be displayed during the “exit ticket” activity.
<p>Access (10 minutes)</p> <p>Students will brainstorm how to access information without the internet.</p>	<p>Students will receive a copy of the “warm up” materials. On this short worksheet, they will be asked to brainstorm answers for the guiding question: “how would you access information without the internet?”</p> <p>This worksheet will include various academic scaffolds, such as sentence starters, helpful vocabulary, and an exemplar response. Students will have three minutes to brainstorm different methods of accessing media without the internet. Once their time is up, students will turn to a partner and share their responses. This small group discussion will last two minutes. The teacher will then bring the question to the entire class. As students share out responses, the teacher will record information of the board, building a list of media outlets that existed before the internet.</p>
<p>New Information (10 minutes)</p> <p>Teacher will introduce students to key vocabulary words and learning objectives.</p>	<p>The teacher will take a short time to introduce students to the daily learning objective. Students will spend class learning about how news media has changed over time in the United States.</p> <p>Additionally, the teacher will introduce several key vocabulary words (continuous press, public consciousness, linotype machine, yellow journalism, limitations). These words should be displayed in the classroom throughout the lesson. Students will have an opportunity within the activity to interact with these terms and their definitions. During this section of class the teacher should only introduce the terms and their definitions for context.</p>
<p>Apply (30 minutes)</p> <p>Students will work in groups to create a timeline of how media has evolved.</p>	<p>The teacher will explain the activity and split students into five groups.</p> <p><i>“For today’s activity you will be working in groups to create a timeline of U.S. media history. Each group will be responsible for a different moment in time. One group will learn about the invention of the newspaper, another will learn about how newspapers spread across the country. The next group will research the rise of the radio, while another will explore the rise of television. Finally, a group will research the rise of the internet. Your task is to use the classroom technology to answer all the questions on your worksheet. When you have finished, come to the front of the room and tape your worksheet to our shared class timeline. Each group will then present their research to the class.”</i></p> <p>Students will now be put into groups and assigned a different section to research. Students will then spend ten to fifteen minutes using classroom technology to explore their topic and answer the worksheet’s questions. Once time has elapsed, they will tape their worksheets to the classroom’s timeline, creating a visual of the evolution of media.</p> <p>The teacher will then lead each group through a presentation of their</p>

	findings.
Generalize (10 minutes)	Students will write a brief response to the class' closing question: <i>“How has media access in the United States changed since 1700?”</i>
Students will write a response to the closing question.	In their response, students will be asked to use at least two of the key vocabulary words, still listed on the board from the front of class. Students can also use the timeline as a visual clue for their responses.

Day 4

Learning Objectives: Students will be able to explain the key term “media literacy.”

<p>Materials/Preparation:</p> <ul style="list-style-type: none"> - The key term “media literacy” written on the board with space to add a definition. 	<p>Differentiation:</p> <ul style="list-style-type: none"> - “Warm up” contains sentence starters as an academic scaffold. - Strategic grouping can be used during small group discussion to promote classroom confidence and oral speaking skills.
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<p>Access (10 minutes)</p> <p>Students will write a response to two guiding questions.</p>	<p>Students will receive a short “warm up” handout containing two guiding questions: <i>“What is media and what are some examples of it?”</i> and <i>“Have you ever heard the term ‘literacy’ before? If yes, where?”</i></p> <p>Students will have five minutes to write their responses to these questions. The first question serves as a callback to previously learned materials, while the second calls upon prior knowledge. Once students have finished writing their responses, they will take three minutes to turn to a partner and share what they wrote.</p>
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<p>New Information (10 minutes)</p> <p>The teacher will introduce the key term “media literacy.”</p>	<p><i>“Today we will be learning a completely new key vocabulary word. This word is very important, as we will be using it many times throughout the rest of the unit. Today we will be learning the term ‘media literacy.’ As we know, ‘media’ means mass communication. I am curious to hear some of the class’ responses to the second guiding question from today’s warm up.”</i></p> <p>The teacher should record responses on the board in order to build a definition for the term “literacy.” With both the term “media” and “literacy” defined, the two can be put together in order to produce a definition that can be referenced throughout the lesson. Students can also be encouraged to write the definition down on their warm up materials.</p>
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<p>Apply (20 minutes)</p> <p>Students will work in groups to identify issues with various pieces of media.</p>	<p>Students will be placed in groups. In each group they will examine various pieces of contemporary media. These will range from advertisements and news stories, to social media posts and online videos. For each piece of media the group should identify the message the media is sending, as well as any issues/falsehoods the media may have.</p>
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	Students will spend fifteen minutes analyzing each piece of media. If additional structure is needed, the teacher can assign the individual roles of scribe, presenter, and analyzer for each group. Prompts will be provided for each of the corresponding roles.
Generalize (20 minutes)	<p>Students will be given a copy of the lesson’s “exit ticket” materials. Each exit ticket will ask the following questions:</p> <ul style="list-style-type: none"> - “What is media literacy?” - “How did you use media literacy to analyze the media you saw today?” <p>Students will have ten minutes to answer the questions thoroughly. Once students have responded, the teacher will use the questions to lead a closing conversation about media literacy.</p>
Students will explain what media literacy is and how to use it.	

Day 5

Learning Objectives: Students will be able to summarize three media literacy strategies.

<p>Materials/Preparation:</p> <ul style="list-style-type: none"> - “Warm up” materials printed. - Posters materials prepared with questions written for each group. - “Exit ticket” materials printed. 	<p>Differentiation:</p> <ul style="list-style-type: none"> - Sentence starters included on “warm up” materials. - Strategic grouping can be used for the main activity to maximize student strengths, as well as speaking, reading and writing skills.
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Access (15 minutes)	<p>Students will receive a copy of the “warm up” materials. Each handout contains the following guiding question: <i>“How can you tell if information is fake or real?”</i></p> <p>Included on this handout will be several sentence starters to ensure students write full, thoughtful answers. Students who finish their responses early will be asked to define some of the key vocabulary terms the unit has covered.</p> <p>Once students have completed their responses, the teacher will engage the class in a brief discussion. This discussion will first start with a quick review of key vocabulary terms. Emphasis should be placed on students' ability to define the term “media literacy.” Second, the teacher will create a shortlist on the board based upon student responses to the guiding question. This discussion should last ten minutes.</p>
Students will consider and respond to a guiding question.	

New Information (5 minutes)	<p><i>“For today’s activity you will be working in groups to research different media literacy strategies. Each group will have a different strategy. For example, one group will research tips and techniques for ‘how to recognize fake news.’ Your goal is to create an informative poster that will be shared with the class.”</i></p>
The teacher will explain the learning target and activity.	

	The teacher should also take a moment to review the learning objective for the day so students understand how they will be evaluated.
Apply (25 minutes)	<p>Students will be grouped into teams and tasked with creating a poster. Each poster will explain a different media literacy strategy. In order to create this poster students will need to complete research. If a teacher desires more structure, students can assign the roles of scribes, researchers, and decorators. Students should use the internet to research techniques and strategies to use. Then, they should transfer this information to their poster. The following titles will be written on each poster:</p> <ul style="list-style-type: none"> - <i>“How to recognize fake news”</i> - <i>“How to use multiple sources when doing research”</i> - <i>“How to recognize tone and language as bias”</i> - <i>“How to question numbers and figures when doing research”</i> - <i>“How to create responsible media ourselves”</i> <p>Students will work in teams for twenty minutes. Once this time has passed they should tape their posters to the walls of the classroom.</p>
Students will work in teams to create informative strategy posters.	
Generalize (15 minutes)	<p>For the lesson’s “exit ticket,” students will use a short handout to summarize three posters. They will move around the room and select three strategies they feel are important. Students will read the information on the poster and write a short, one to two sentence summary.</p>
Students will summarize three media literacy strategies.	

Day 6

Learning Objectives: Students will be able to use research to explain media literacy.

<p>Materials/Preparation:</p> <ul style="list-style-type: none"> - “Warm up” materials printed. - Technology for virtual materials. 	<p>Differentiation:</p> <ul style="list-style-type: none"> - “Warm up” materials contain academic scaffolds (sentence starters, vocabulary definitions, and concept reminders). - Virtual materials contain sentence starters and academic reminders.
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Access (20 minutes)	<p>Students will review a copy of the “warm up” materials. These materials will ask the following key questions from previous lessons:</p> <ul style="list-style-type: none"> - <i>“What are some examples of ‘media?’”</i> - <i>“What does it mean to not have high ‘media access?’”</i> - <i>“How has media changed over time?”</i> - <i>“What are some ‘media literacy’ strategies?”</i> <p>The warm up materials will include several sentence starters, key vocabulary definitions, and concept reminders. Students will have ten minutes to respond to the four guiding questions. Once they have responded the teacher will guide the class through a discussion, using the responses from each answer. Students should use this discussion to ensure they recorded the best answers.</p>
Students will review key concepts from previous lessons.	

New Information (5 minutes)	<i>“Today you will be doing research to answer the guiding question: How can we improve our media literacy skills? You will be working independently to gather sources, identify their bias, and summarize them in a professional paragraph.”</i>
The teacher will introduce the lesson’s activity.	The teacher should also take a moment to review the concept of “bias” with the students.
Apply (15 minutes)	Students will work independently to gather sources that address the activity’s guiding question: <i>“How can we improve our media literacy skills?”</i> They will each find two to three sources that address the guiding question. Then, students will identify the bias these sources may have.
Students will work independently to complete research.	This entire activity will be completed virtually. As students work to complete this activity, the teacher can circulate both physically in the classroom and virtually through student work to monitor progress and quality.
Generalize (20 minutes)	Students will write a short paragraph that both answers the guiding question and uses researched evidence to support their position. This activity will be included in the virtual materials. Sentence starters and academic reminders will be included.
Students will summarize their research into a well written paragraph.	

Part 2 (Days 7-13): Creating an Informative Piece of Mass Media

Day 7	Day 8	Day 9	Day 10	Day 11	Day 12	Day 13
<p>Objectives:</p> <p>Students will be able to explain the purpose of the unit’s project. Students will be able to select their project format.</p> <p>Prior Knowledge Assessment:</p> <p>Students will participate in a creative free write about forms of media.</p> <p>Formative Assessment:</p> <p>Students will explain the purpose of the project and select their project format.</p>	<p>Objectives:</p> <p>Students will be able to create a clear plan for completing their project.</p> <p>Prior Knowledge Assessment:</p> <p>Students will identify the purpose, format, and structure of the project.</p> <p>Formative Assessment:</p> <p>Students will reflect on the best ways to complete their projects.</p>	<p>Objectives:</p> <p>Students will complete the “background” section of their project.</p> <p>Prior Knowledge Assessment:</p> <p>Students will review key details about the history of media literacy.</p> <p>Formative Assessment:</p> <p>Students will assess their work following the project rubric.</p>	<p>Objectives:</p> <p>Students will complete the “application” section of their project.</p> <p>Prior Knowledge Assessment:</p> <p>Students will review key details about modern day media and media literacy.</p> <p>Formative Assessment:</p> <p>Students will assess their work following the project rubric.</p>	<p>Objectives:</p> <p>Students will complete the “claim” section of their project.</p> <p>Prior Knowledge Assessment:</p> <p>Students will identify their opinion on media literacy.</p> <p>Formative Assessment:</p> <p>Students will assess their work following the project rubric.</p>	<p>Objectives:</p> <p>Students will format their projects.</p> <p>Prior Knowledge Assessment:</p> <p>Students will identify the technical aspects of their project format.</p> <p>Formative Assessment:</p> <p>Students will assess their work following the project rubric.</p>	<p>Objectives:</p> <p>Students will present their projects to their peers.</p> <p>Prior Knowledge Assessment:</p> <p>Students will respond to the reflective guiding question.</p> <p>Formative Assessment:</p> <p>Students will complete a short, cumulative survey.</p>

Learning Objectives: Students will be able to explain the purpose of the unit’s project. Students will be able to select their project format.

- Materials/Preparation:**
- On the board should be written the following questions:
 - What will you create for this project?
 - What is the project’s purpose?
 - What are the project’s three sections?
 - What are some examples of projects you could create?
 - Printed out copies of “project description” materials.
 - Access to technology for online activity.

- Differentiation:**
- “Project description” materials can be read aloud to students with lower reading levels.
 - “Warm up” activity contains academic scaffolding through example responses and sentence starters.

Access (10 minutes)	Students will start class by writing a response to the following prompt: <i>“If you could work for a media production company, which type of company would you like to work for and why?”</i>
Students will participate in a creative free write about forms of media.	The examples of newspapers, podcasts, magazines, blogs, TV news channels, and advertising agencies will be provided. Teachers should remind students of the definition for the term “media production company” to ensure key vocabulary is being understood. Students will have five minutes to independently write their responses.
New Information (15 minutes)	The teacher will then distribute the “project description” materials, which come in the form of an old newspaper to demonstrate what a potential project could look like. The teacher will instruct students that they have four minutes to independently read through the project description. While they read, students should be looking for the answers to the guiding questions displayed on the board.
Students will be introduced to the unit’s final project.	<p>After students have finished reading through the “project description” materials, the teacher will engage students in a discussion about the project using the guiding questions from the board. This will last five minutes.</p> <p>The teacher will then further explain to students the purpose of the project. Extra emphasis will be placed on the students’ ability to exhibit their knowledge about the background, production, and application of media. Students will be instructed to keep the “project description” materials for reference as they complete the project. This short lecture should take no more than five minutes.</p>
Apply (25 minutes)	In an online activity, students will explore different forms their project could take. This activity will be a part of the online “project workbook” that students will be using throughout the week. Using the list of example forms provided in the “project description” materials, students will pick three possible project formats. They will then find two examples of each online
Students will explore examples of potential project formats.	

	<p>(example: if a student is interested in making a blog post, they should find examples of two different blog posts that meet the project requirements).</p> <p>After examining each of the examples they find, students will write a short paragraph explaining which format they want their project to take. This activity will be completed independently and should last about twenty-five minutes.</p>
Generalize (10 minutes)	<p>In a short “exit ticket” handout, students will be asked to complete two tasks. First, they will write 2-3 sentences explaining the purpose of the project. Second, they will be asked to choose what their project format will be, based upon the previous activity.</p> <p>Teachers can then use these handouts to organize information about what each students’ project format will be. This activity will last ten minutes.</p>
Students will explain the purpose of the project and select their project format.	

Day 8

Learning Objectives: Students will be able to create a clear plan for completing their project.

<p>Materials/Preparation:</p> <ul style="list-style-type: none"> - Printed out “warm up” materials. - Technology to access the “project workbook” materials. - Additional “project description” materials printed for students who need an extra copy. 	<p>Differentiation:</p> <ul style="list-style-type: none"> - “Warm up” activity will include sentence starters, exemplar responses, and reminders from the previous lesson. - Students may use previous materials in order to complete the warm up. - Strategic grouping can be used during the activity to maximize speaking and writing skills.
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Access (10 minutes)	<p>Students will receive a copy of the “warm up” materials. Each warm up asked them the following questions:</p> <ul style="list-style-type: none"> - <i>“What is the purpose of this project?”</i> - <i>“What format did you pick for your project?”</i> - <i>“What is the purpose of each section of the project?”</i> <p>This handout will include sentence starters, clues and reminders from the previous lesson, and exemplar responses. Students may use the “project description” materials from the previous lesson. Students will spend five minutes independently completing the warm up activity. Once time has passed the teacher should review each question with students, ensuring there is a shared understanding of the project before continuing with the lesson.</p>
Students will identify the purpose, format, and structure of the project.	

New Information (10 minutes)	<p><i>“Today’s activity will happen in two parts. First, you will work independently to complete the questions in your project workbook. You will be presenting your responses to a small group of peers once you finish. I will group you based on your project format, so everyone making a newspaper will work together today, and so on.”</i></p>
The teacher will introduce the learning	

objective and structure of the day's activity.	The teacher should take an opportunity to answer any questions there may be about the structure of class.
Apply (25 minutes)	<p>Students will spend ten minutes completing the first section of the lesson's activity. They will use their "project workbook" materials in order to complete this. The project workbook will ask them several reflective questions about their project format and purpose. This will help students conceptualize the work they will be completing in the coming days.</p> <p>Once students have finished the independent section of their work, they will be grouped based upon project format (example: one group for students making newspapers, one group for students making podcasts, etc.). In groups they will take turns presenting the responses they created during their independent work. Students will be encouraged to note similarities and differences between each of their plans.</p>
Students will work both independently and in small groups to develop their projects.	
Generalize (15 minutes)	<p>Once each group member has shared, they will work together to complete the final three questions from this section of the project workbook. These questions will ask them to reflect on the similarities and differences between the group's project plans. Students will be encouraged to use each other to make their individual projects stronger.</p> <p>If extra time allows, the teacher can lead a short discussion about what each group discussed.</p>
Students will reflect on the best ways to complete their projects.	

Day 9

Learning Objectives: Students will complete the "background" section of their project.	
<p>Materials/Preparation:</p> <ul style="list-style-type: none"> - Printed out "warm-up" materials. - Virtual "project workbook" materials. 	<p>Differentiation:</p> <ul style="list-style-type: none"> - "Warm up" activity contains sentence starters. - Project workbook contains sentence starters and key vocabulary "word banks."
Access (15 minutes)	<p>Students will be given a short handout as their "warm up" activity. The handout will instruct them to list all the information they remember learning about the history of media. The teacher should make a special note that this is information they learned in the first week of the class. Each handout will contain "sentence starters," an example response, and short knowledge reminders to provide academic scaffolding for students.</p> <p>Students will have three minutes to write as much information down as possible. Once the visible timer has ended, students will turn to a partner and share their responses. After two minutes of small group discussion, the teacher will bring the class together for a larger conversation.</p>
Students will review key details about the history of media literacy.	

	The teacher will instruct students that if they hear any details they have not yet written down, they should do so now. The teacher will then pose the question to the class, and record responses on the board. This will give students the opportunity to form a comprehensive notes sheet that will help them through the lesson. This entire activity should take fifteen minutes.
New Information (5 minutes)	Students will retrieve their “project description” materials. The teacher will walk students through the day’s learning objective, setting the clear goal that students should be completing the “background” section of their projects. Any questions or misconceptions for the day’s task can be addressed here. This brief instructional time should last five minutes.
Students will review the learning objective and daily task.	
Apply (30 minutes)	Following the “project workbook” from the previous day’s lesson, students will begin work on their project’s background section. Each project workbook comes with academic scaffolding. No matter the project format, students will spend the first part of their completion writing out their responses. During this time the teacher can circulate either physically through the classroom, or virtually through documents online.
Students will work on their project’s “background” section.	
Generalize (10 minutes)	In the final ten minutes of class, students will be asked to grade themselves using the “project rubric,” attached in the online workbook. This activity will be presented as an exit ticket, and will give students the opportunity to analyze their progress in the project.
Students will assess their work following the project rubric.	

Day 10	
Learning Objectives: Students will complete the “application” section of their project.	
Materials/Preparation:	Differentiation:
<ul style="list-style-type: none"> - Printed out “warm-up” materials. - Virtual “project workbook” materials. 	<ul style="list-style-type: none"> - “Warm up” activity contains sentence starters. - Project workbook contains sentence starters and key vocabulary “word banks.”
Access (15 minutes)	In an activity similar to the one from the previous day, students will brainstorm information they remember about modern day media and issues in media literacy. On a small handout, they will be asked to write down everything they remember about current media production. This handout will include academic supports such as reminders, sentence starters, and exemplars. After three minutes of writing (following the same structure as the day before), students will compare answers with the person sitting next to them. Once this time has passed, the teacher will engage students in a whole-class brainstorm. This will help students create a holistic notes sheet to help them write the second section of their project.
Students will review key details about modern day media and media literacy.	
New Information (5	The teacher will now take this time to explain the daily goals, learning

minutes)	objective, and class routines. This is also an opportunity for the teacher to correct any misconceptions identified in the previous lesson.
Students will review the learning objective and daily task.	During this time students should refamiliarize themselves with the project workbook, as well as the “application” section that they will be completing.
Apply (30 minutes)	Students will now reassess the “project workbook” materials they have been using. They will begin work on their “application” section of the final project. During this time the teacher can circulate to check student work and progress. This can be done both physically and virtually. Students will have 30 minutes of time to work independently.
Students will work on their project’s “application” section.	
Generalize (10 minutes)	In the final ten minutes of class the teacher will instruct students to compare their work with the attached project rubric. This will serve as the class’ “exit ticket,” and will give students an opportunity to grade their work so far. If students can identify any standards that have not yet been met, this time allows for the opportunity to self-correct.
Students will assess their work following the project rubric.	

Day 11	
Learning Objectives: Students will complete the “claim” section of their project.	
Materials/Preparation:	Differentiation:
<ul style="list-style-type: none"> - “Warm up” materials printed. - Technology available for virtual project workbooks. 	<ul style="list-style-type: none"> - “Warm up” activity contains sentence starters. - Project workbook contains sentence starters and key vocabulary “word banks.”
Access (10 minutes)	Students will be giving a short “warm up” activity at the start of class. This handout includes reminders and visual clues about current issues concerning media literacy. They will be answering the guiding question: “how do YOU think people can improve their media literacy skills?” Students will have four minutes to write their responses. Once students have finished writing, the teacher will give the opportunity for students to share. Students can revise and adjust their answers based on information they hear from their classmates. This handout will then serve as a guide for students as they write their next section.
Students will identify their opinion on media literacy.	
New Information (5 minutes)	The teacher will use this short time to once again review the daily goal and learning objective. The teacher should also review the concept of creating a “claim” in writing. Students will then open their “project workbook” materials and familiarize themselves with the daily task.
Students will review the learning objective and daily task.	
Apply (30 minutes)	Students will then work to complete the “claim” section of the project workbook. They will use the notes taken during the lesson’s warm up activity to guide them through writing the section. The teacher can also use
Students will work on their project’s “claim”	

section.	this time to monitor students' work by both physically moving through the classroom, and virtually viewing students' progress.
Generalize (15 minutes)	The teacher will instruct students to assess their work using the project rubric attached to the materials. Students can look through the expectations to make sure their work meets all the academic standards required. Extra time will be allotted as this section is the final step in the writing process. This activity will serve as the class' "exit ticket" and will last fifteen minutes.
Students will assess their work following the project rubric.	

Day 12

Learning Objectives: Students will format their projects.

<p>Materials/Preparation:</p> <ul style="list-style-type: none"> - White board prepared to record student responses. - "Warm up" materials printed. - Technology for student work. 	<p>Differentiation:</p> <ul style="list-style-type: none"> - Key terms defined on board throughout class. - Materials will contain sentence starters and exemplar responses.
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Access (15 minutes)	<p>Students will receive a short hand out as their "warm up" materials. This handout will ask them to identify the technical aspects of their project format. The key term "technical" will be defined on the handout and the teacher will virtually explain the meaning of the word. An exemplar will be provided for students to reference as they list various aspects their project format will require.</p> <p>Students will have four minutes to brainstorm any technical aspects that come to mind. Once the time has passed, the teacher will ask for (at least) one person per project format to share (one person completing a newspaper, one person completing a podcast, etc.). The teacher will record student responses on the board, giving students an opportunity to write down any missed information. This warm-up activity should conclude once a holistic list of technical aspects has been created for the class to use.</p>
Students will identify the technical aspects of their project format.	

New Information (5 minutes)	<p>The teacher will then use this short time reviewing the learning objective for the day's class. Students will be formatting their projects. This will require students to use the writing they have produced so far and change it into their project's final form. If students are struggling with this aspect of the project, they can use the suggestions within the project materials.</p>
Students will review the learning objective and daily task.	

Apply (35 minutes)	<p>During this time students will work independently to format their final projects. They will do this by taking their revised writing so far, and adjusting it to meet the technical aspects of their project format.</p> <p>As students work independently, the teacher should circulate to check student work and progress.</p>
Students will work to format their final projects.	

Generalize (5 minutes)	Students will take one final opportunity to compare their work alongside the project rubric.
Students will assess their work following the project rubric.	

Day 13

Learning Objectives: Students will present their projects to their peers.

<p>Materials/Preparation:</p> <ul style="list-style-type: none"> - Printed out “warm up” handouts. - Printed out “exit ticket” handouts. - Guiding questions written on the board. 	<p>Differentiation:</p> <ul style="list-style-type: none"> - Sentence starters contained within “warm-up” and assessment materials. - Strategic grouping, group students based upon project success and oral speaking skills.
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Access (10 minutes)	<p>Students will be given the “warm up” materials to begin class. Each short handout will ask them to respond to the guiding question: <i>“what were your two favorite parts of this project and your two least favorite parts?”</i></p> <p>Students will spend five minutes independently reflecting on their perspective of the project. These handouts should be collected by the teacher following this activity and used as student feedback data.</p>
Students will respond to the reflective guiding question.	

New Information (5 minutes)	<p>The teacher will now introduce the lesson’s activity. The teacher will explain that students will be put into various small groups to share their finished projects. Each group will be composed of students representing various forms of media (example: one student who made a newspaper, another who made a podcast, etc.). The teacher will explain that once in groups, students should share their finished projects with their group members.</p>
The teacher will introduce the day’s jigsaw activity.	

Apply (30 minutes)	<p>Once in groups, students will take five minutes each to share their finished projects. Displayed on the board will be five questions to help guide group discussion:</p> <ul style="list-style-type: none"> - <i>“What is your project’s strength?”</i> - <i>“Why did you choose your project’s format?”</i> - <i>“What new information did you learn while completing this project?”</i> - <i>“What is the most important thing people should know about media literacy?”</i>
Students will present their finished projects with their classmates.	

Generalize (15 minutes)	<p>Students will be given a brief handout. On this handout they will answer questions about what they noticed when viewing their classmate’s projects. Finally, the handout will ask them about changes they plan to make in their own media consumption.</p>
Students will complete a short, cumulative survey.	

1704

Boston, Massachusetts

First Continuous Press

1. What is a continuous press? How did this impact media access?
2. How could a newspaper impact the public conscious (everyone's opinions, ideas, beliefs, or morals)?
3. What are three issues your group can think of that the continuous press would create?

1830-1860

United States

Linotype Machine Invented

4. What is a linotype machine? How did this impact media access?
5. What are three advantages to having newspapers distributed all across the country?
6. What is yellow journalism? What are some techniques newspaper companies used to sell more papers (in 1830-1860)?

1951

United States

First Television News Show

10. What advantages did television have over the radio? How did television change the way people consumed news media?

11. How did television change U.S. Presidential elections? What advantages did it give Presidential candidates?

12. What are three limitations that television has over the way we consume news media today?

2000-2010

Worldwide

Internet Expands

**13. How did the internet change the way people consumed news media?
How is the internet different from a television news broadcast?**

**14. How did social media sites (Facebook, Twitter, etc.) change the way
people consume news media?**

**15. What are three issues your group can think of concerning news on the
internet?**

Guiding Question: How can we improve our media literacy skills?

Step One: Understanding

1. Type the guiding question again in your own words. This is the question you will be researching and answering in class today.
2. What is “media literacy?” What media literacy skills have you already learned?

Sentence starters...

“Media literacy is the practice of...”
“I can practice media literacy by...”

Type your responses here...

Step Two: Research

1. Gather 2-3 sources that answer the guiding question.
 - a. These can be websites, articles, videos, etc!
2. Copy and paste the links for each source.
3. Explain if each source has a “bias.”
 - a. REMEMBER: A bias is an opinion that the source has.

Sentence starters...

“This source explains that...”
“I can tell this source has a bias because...”

Step Three: Summarize

4-6 Sentences

1. Write an opening statement that responds to the guiding question.
 - a. Use the sentence starter below to help!

2. Use information from your sources to provide evidence for your statement.

Sentence starters...

“We can improve our media literacy skills by...”

“In an article titled _____ by author _____ it says...”

“This article proves that...”



Media Literacy Final Project

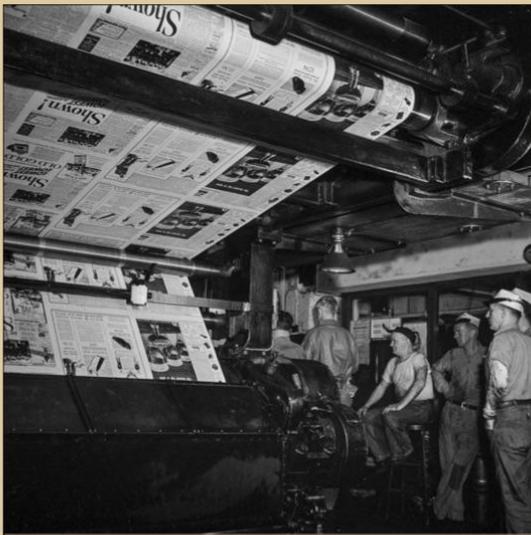
**10
POINTS
POSSIBLE**

SOCIAL STUDIES

8th GRADE

SUMMATIVE ASSESSMENT

MEDIA LITERACY



It's time to get creative! Which type of mass media will you use to explain what you've learned?

YOU WILL CREATE YOUR OWN PIECE OF MASS MEDIA

PROJECT DESCRIPTION: You will write a piece of mass media that explains the background, production, and application of media in the United States. You will also share **YOUR** opinion on how people can improve their media literacy skills.

FIRST, you will write a short essay about media literacy. **SECOND**, you will turn this essay into a piece of mass media!

FOR YOUR PROJECT YOU CAN CREATE A...

*Newspaper! Podcast! News Broadcast! Blog Post!
Magazine Article! Or Another Example of Mass Media!*

“The purpose of this project is for you to show what you have learned about media literacy in a fun, creative way!”

A project in three sections...

BACKGROUND!

Use history in order to explain the background of media and media literacy...

APPLICATION!

Talk about the modern day issues of media literacy we face...

CLAIM!

Say what **YOU** think people can do to improve media literacy skills...



Media Literacy Final Project



SOCIAL STUDIES 8th GRADE

HOW WILL MY WORK BE GRADED?

BELOW IS THE RUBRIC

This rubric will be how your final project is graded. Most of your grade is based on your writing and use of information from the unit.



	Exceeds Expectations (3 Points)	Meets Expectations (2 Points)	Approaches Expectations (1 Point)	Does Not Meet Expectations (0 Points)
Section #1: Background <i>5-7 sentences</i> A section that explains what you have learned about the history of media from this unit.	<ul style="list-style-type: none"> - Introduces the topic of media in an opening sentence. - Explains the history of media with (2-3) relevant facts, definitions, and examples. - Uses (2-3) key terms and vocabulary to explain the history of media. - Ends with a short concluding statement that briefly summarizes the section. 	<ul style="list-style-type: none"> - Introduces the topic of media in an opening sentence. - Explains the history of media with (1-2) relevant facts, definitions, and examples. - Uses (1-2) key terms and vocabulary to explain the history of media. - Ends with a short concluding statement that briefly summarizes the section. 	<ul style="list-style-type: none"> - Introduces the topic of media in an opening sentence. - Explains the history of media with NOT RELEVANT facts, definitions, and examples. - Uses key terms and vocabulary that DO NOT explain the history of media. - Ends with a short concluding statement that DOES NOT summarize the section. 	<ul style="list-style-type: none"> - Does not include an opening sentence to introduce the topic of media. - Contains no relevant facts, definitions, and examples of media. - Uses no key terms of vocabulary. - Does not contain a concluding statement.
Section #2: Application <i>5-7 sentences</i> In this section you will explain what you have learned about media consumption and media literacy.	<ul style="list-style-type: none"> - Explains modern issues of media literacy with (2-3) relevant facts, definitions, and examples. - Uses (2-3) key terms and vocabulary to explain modern media literacy. - Ends with a short concluding statement that briefly summarizes the section. 	<ul style="list-style-type: none"> - Explains modern issues of media literacy with (1-2) relevant facts, definitions, and examples. - Uses (1-2) key terms and vocabulary to explain modern media literacy. - Ends with a short concluding statement that briefly summarizes the section. 	<ul style="list-style-type: none"> - Explains modern issues of media literacy with NOT RELEVANT facts, definitions, and examples. - Uses key terms and vocabulary that DO NOT explain modern media literacy. - Ends with a short concluding statement that DOES NOT summarize the section. 	<ul style="list-style-type: none"> - Does not include any relevant facts, definitions, or examples. - Does not use key terms and vocabulary to explain modern media literacy. - Does not end with a short concluding statement that briefly summarizes the section.
Section #3: Claim <i>5-7 sentences</i> A section that responds to the guiding question: How do YOU think people can improve their media literacy skills?	<ul style="list-style-type: none"> - Opens with a clear, decisive claim that responds to the guiding question. - Supports the claim with (2-3) facts, definitions, or historical examples. - Concludes with a relevant call to arms for the consumer. 	<ul style="list-style-type: none"> - Opens with a claim that responds to the guiding question. - Supports the claim with (1-2) facts, definitions, or historical examples. - Concludes with a call to arms for the consumer. 	<ul style="list-style-type: none"> - Opens with a claim that responds to the guiding question. - DOES NOT support the claim with facts, definitions, or historical examples. - DOES NOT conclude with a call to arms for the consumer. 	<ul style="list-style-type: none"> - Does not open with a claim that responds to the guiding question. - Does not support the claim with facts, definitions, or historical examples. - Does not conclude with a call to arms for the consumer.
Project Format (1 Point)	<ul style="list-style-type: none"> - Follows traditional structure of project format (newspaper, podcast, etc.) - Communicates key information through the appropriate format 			
Total Points ____/10				

Remember these rubric expectations as you work!

Choosing a Format

Step #1: Choose THREE project formats you would be interested in using for your project from the list below.

Step #2: Use your technology to find TWO examples of these formats. For example, if you are interested in doing a news broadcast, find videos of two short news broadcasts that you could use as inspiration for your project.

Step #3: Copy and paste links to the examples you find in the table below.

Step #4: Finally, choose which ONE of the project formats you would like to use for your project!

	↓ Copy TWO links of examples in these boxes for the THREE formats you are interested in. ↓
<p><u>Newspaper</u> One page of a newspaper with three articles for each section. THINK: This is a great option for students who love graphic design! HELPFUL TIP: Google Docs has many free newspaper formats you can use.</p>	
<p><u>News Broadcast</u> A short video where you act as a news anchor explaining the three project sections. THINK: This is a great option for students who enjoy acting and video editing! HELPFUL TIP: Use your technology to record and edit the video.</p>	
<p><u>Podcast</u> A short audio story where you explain the three project sections. THINK: This is a great option for students who love to think out loud!</p>	

<p>HELPFUL TIP: You can use your technology to record your short podcast.</p>	
<p><u>Blog Post</u> The front section of an online blog with one post for each of the three project sections. THINK: If you have ever been interested in designing a website, this could be a great choice! HELPFUL TIP: You can use Google Sites to design your own page.</p>	
<p><u>Magazine Article</u> One page of a magazine with the three different project sections. THINK: Similar to a newspaper, but designed differently. HELPFUL TIP: Google Docs has many free magazine formats you can use.</p>	
<p><u>Can you think of something else?</u> Type it in this box here...</p>	

Which project format will you be using?

What did you notice about the examples you found of this format? How will you use these to help you design your project?

Writing your Project

Section #1: Background	<i>Type your background section here...</i>
<p>5-7 sentences In this section you will explain what you have learned about the history of media from this unit.</p> <p>INCLUDE:</p> <ul style="list-style-type: none">- An opening statement that introduces the topic of media history.- Facts, definitions, and historic examples that you have learned in this unit.<ul style="list-style-type: none">- Include 2-3 facts, definitions, or examples.- Use key terms and vocabulary you have learned in this unit.<ul style="list-style-type: none">- Include 2-3 words.- A concluding sentence that briefly summarizes the section. <p>SENTENCE STARTERS: <i>“Media is a term meaning...”</i> <i>“Media has changed throughout history by...”</i></p> <p>VOCAB WORD BANK: “Continuous Press, Public Consciousness, Linotype Machine, Yellow Journalism”</p>	
Section #2: Application	
<p>5-7 sentences In this section you will explain what you have learned about media consumption and media literacy.</p> <p>INCLUDE:</p> <ul style="list-style-type: none">- Facts, definitions, and historic examples that you have learned in this unit.<ul style="list-style-type: none">- Include 2-3 facts, definitions, or examples.- Use key terms and vocabulary you have learned in this unit.	

<ul style="list-style-type: none"> - Include 2-3 words. - A concluding sentence that briefly summarizes the section. <p>SENTENCE STARTERS: <i>“One of the main issues with media consumption today is...”</i> <i>“Media literacy is a practice where...”</i> <i>“We see evidence of these issues with...”</i></p>	
<p>Section #3: Claim</p>	<p><i>Type your claim section here...</i></p>
<p>5-7 sentences Make a claim using the guiding question: how do YOU think people can improve their media literacy skills?</p> <p>INCLUDE:</p> <ul style="list-style-type: none"> - A claim that directly responds to the guiding question. - Support your claim with 2-3 facts, definitions, or historic examples you have learned from this unit. - Conclude with a brief call to arms. <ul style="list-style-type: none"> - What should the reader remember? - How should the reader change their life after this? <p>SENTENCE STARTERS: <i>“Three things people can do to improve their media literacy skills are...”</i> <i>“This practice is proven to improve media literacy because...”</i></p>	

Project Rubric

	Exceeds Expectations (3 Points)	Meets Expectations (2 Points)	Approaches Expectations (1 Point)	Does Not Meet Expectations (0 Points)
<p>Section #1: Background <i>5-7 sentences</i></p> <p>A section that explains what you have learned about the history of media from this unit.</p>	<ul style="list-style-type: none"> - Introduces the topic of media in an opening sentence. - Explains the history of media with (2-3) relevant facts, definitions, and examples. - Uses (2-3) key terms and vocabulary to explain the history of media. - Ends with a short concluding statement that briefly summarizes the section. 	<ul style="list-style-type: none"> - Introduces the topic of media in an opening sentence. - Explains the history of media with (1-2) relevant facts, definitions, and examples. - Uses (1-2) key terms and vocabulary to explain the history of media. - Ends with a short concluding statement that briefly summarizes the section. 	<ul style="list-style-type: none"> - Introduces the topic of media in an opening sentence. - Explains the history of media with NOT RELEVANT facts, definitions, and examples. - Uses key terms and vocabulary that DO NOT explain the history of media. - Ends with a short concluding statement that DOES NOT summarize the section. 	<ul style="list-style-type: none"> - Does not include an opening sentence to introduce the topic of media. - Contains no relevant facts, definitions, and examples of media. - Uses no key terms of vocabulary. - Does not contain a concluding statement.
<p>Section #2: Application <i>5-7 sentences</i></p> <p>In this section you will explain what you have learned about media consumption and media literacy.</p>	<ul style="list-style-type: none"> - Explains modern issues of media literacy with (2-3) relevant facts, definitions, and examples. - Uses (2-3) key terms and vocabulary to explain modern media literacy. - Ends with a short concluding statement that briefly summarizes the section. 	<ul style="list-style-type: none"> - Explains modern issues of media literacy with (1-2) relevant facts, definitions, and examples. - Uses (1-2) key terms and vocabulary to explain modern media literacy. - Ends with a short concluding statement that briefly summarizes the section. 	<ul style="list-style-type: none"> - Explains modern issues of media literacy with NOT RELEVANT facts, definitions, and examples. - Uses key terms and vocabulary that DO NOT explain modern media literacy. - Ends with a short concluding statement that DOES NOT summarize the section. 	<ul style="list-style-type: none"> - Does not include any relevant facts, definitions, or examples. - Does not use key terms and vocabulary to explain modern media literacy. - Does not end with a short concluding statement that briefly summarizes the section.
<p>Section #3: Claim <i>5-7 sentences</i></p> <p>A section that responds to the guiding question: How do YOU think people can improve their media literacy skills?</p>	<ul style="list-style-type: none"> - Opens with a clear, decisive claim that responds to the guiding question. - Supports the claim with (2-3) facts, definitions, or historical examples. - Concludes with a relevant call to arms for the consumer. 	<ul style="list-style-type: none"> - Opens with a claim that responds to the guiding question. - Supports the claim with (1-2) facts, definitions, or historical examples. - Concludes with a call to arms for the consumer. 	<ul style="list-style-type: none"> - Opens with a claim that responds to the guiding question. - DOES NOT support the claim with facts, definitions, or historical examples. - DOES NOT conclude with a call to arms for the consumer. 	<ul style="list-style-type: none"> - Does not open with a claim that responds to the guiding question. - Does not support the claim with facts, definitions, or historical examples. - Does not conclude with a call to arms for the consumer.
<p>Project Format (1 Point)</p>	<ul style="list-style-type: none"> - Follows traditional structure of project format (newspaper, podcast, etc.) - Communicates key information through the appropriate format 			
<p>Total Points ____/10</p>				

References

Materials and Articles

Hoag, D. S. (n.d.). *Media: How has media changed and developed?* | United States Government. Lumen Learning. Retrieved March 27, 2022, from <https://courses.lumenlearning.com/americangovernment/chapter/the-evolution-of-the-media/>

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Pachura, P. (2011). *The Systemic Dimension of Globalization (2011). Explaining Global Media: A Discourse Approach. In (Ed.), The Systemic Dimension of Globalization. IntechOpen.* <https://doi.org/10.5772/17557>.

What is Communication Media? - Definition from Techopedia. (2017, June 19). Techopedia. Retrieved March 27, 2022, from <https://www.techopedia.com/definition/14462/communication-media>

Wiggins, G. P., & McTighe, J. (2011). *The Understanding by Design Guide to Creating High-quality Units* (G. P. Wiggins & J. McTighe, Eds.). ASCD.

Images and Templates

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