
Lesson Plan

Critical Media Literacy

Grades	10-11
Lesson Plan Type	4-Week Critical Literacy Unit
Estimated Time	Twenty 55 minute lessons
Lesson Authors	Justin Cloud

OVERVIEW

This unit is designed to introduce students to using a critical approach to explore the media and themselves. During the unit, students will look at ways in which the media uses advertising to control individuals and influence their self perceptions. Students will also take a critical approach to the news, and we will explore what types of stories the news chooses to present and how this affects our worldviews. Students will also be exposed to a number of self exploration activities aimed at helping them develop a positive identity. As a whole, students should learn to take a critical approach to the media while producing counter texts of their own to be displayed on the new media of a blog.

We will create a whole class blog that will serve as a intro to blogging and as a tool for future lessons. Additionally, students will create a blog of their own in response to a young adult novel. Students will be given choice in the literature they read, and they will be placed into literature groups in which a few students read the same text. We will use literature circles as a foundation for critical literacy. By the end of this unit, students should have a foundation in the critical approach to literature and to the media, and students will have explored their own identities by producing their own counter texts which will take the form of alternative new media to be displayed on a class blog as well as individual group blogs.

FEATURED RESOURCES

This I Believe Essay- This allows students to explore their own personal identity through writing about their deeply held beliefs.

Literature Circles- Literature circles allow students to exercise choice in that circles can be

grouped according to literature selection. Also, this activity allows students to discuss a text freely without any teacher discourse.

Lit Circle Blog- Students will post their work to a blog producing counter texts within a new media platform.

From Theory to Practice

Morrell, E. (2008). <i>Critical literacy and urban youth: pedagogies of access, dissent, and liberation</i> . New York: Routledge.	
<input type="checkbox"/>	For today’s youth, media are the primary cultural influence surpassing both family and school and students are in need of instruction that both exposes them to the dangers and possibilities of media.
<input type="checkbox"/>	Producing counter knowledge through the manipulation of media tools is essential to critical pedagogy and Morrell suggests having students create counter knowledge through the use of new media.
<input type="checkbox"/>	Morrell states that critical pedagogy can “play a role in the care for the self,” and emphasizes the use of activities that promote “self healing” and “self awareness.”
Behrman, E.H. (2006). Teaching about language, power, and text: a review of the classroom practices that support critical literacy. <i>Journal of Adolescent & Adult Literacy</i> , 6, 490-96.	
<input type="checkbox"/>	Young adult novels can be used to stimulate discussions of societal conflicts and teen problems.
<input type="checkbox"/>	The production of counter texts can “serve to validate the thoughts, observations, and feelings of students and other underrepresented groups” (494), and these counter texts can be a personal narrative, personal response, or a journal entry.
<input type="checkbox"/>	Students should be allowed choice in their writing topics and should be allowed to research topics of interest to them.
Shor, Ira. (1996). Sharing power, democratizing authority, and mediating resistance. <i>When students have power: negotiating authority in a critical pedagogy</i> (pp.29-61). Chicago: University of Chicago Press.	
<input type="checkbox"/>	The creation of students only groups which exclude teacher talk can develop student discourse relatively distant from the teacher’s idiom and value.
<input type="checkbox"/>	Shor notes that to establish the learning process as a cultural forum or public sphere for the negotiation of meaning students’ thoughts and feelings must be put out in the open as soon as possible.
<input type="checkbox"/>	Shor discusses how authority can create a “faux discourse” in the classroom and highlights the importance of speaking with restraint in the classroom. Allowing students to guide discussion in central to this unit.

Standards

NCTE/IRA, Globalization, 21st Century, ALEX Standards

NCTE

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 works.
2. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
3. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge
4. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
5. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Globalization

1. Composition modes, purposes, and audiences have expanded exponentially as emerging technologies have revolutionized written communication. Authors commonly have multiple modes of representation available to them and increased opportunities for interaction and collaboration as they create texts.
2. Mass media has increasingly become a global means to convey dominant ideologies and discourses that demand critical analyses. In recognizing the identities and values being promoted through rhetorical techniques, audiences use critical strategies to achieve greater agency and consciousness in their future consumption and production.

21st Century

- 1.2.3. Demonstrate creativity by using multiple resources and formats.
- 1.2.4. Maintain a critical stance by questioning the validity and accuracy of information.
- 2.1.4. Use technology and other information tools to arrange and organize information.

ALEX (11th Grade)

1. Read with comprehension a variety of informational and functional reading materials, including recognizing organizational patterns, evaluating strengths and weaknesses of argument, and identifying directions implied or embedded in a passage.
2. Identify propaganda in non print media.

Resources & Preparation

MATERIALS AND TECHNOLOGY

<ul style="list-style-type: none">• Classroom computer that can be projected for entire class to see.
<ul style="list-style-type: none">• A usable computer lab
<ul style="list-style-type: none">• Stopwatches
<ul style="list-style-type: none">• Copies of all handouts
<ul style="list-style-type: none">• Copies of “A Rose for Emily”
<ul style="list-style-type: none">• Copies of all YA novels on booklist
<ul style="list-style-type: none">• A usable link or copy of the <i>PBS Frontline</i> episode “Merchants of Cool”
<ul style="list-style-type: none">• Copies of “Finding Hope in Hip-Hop” and “My Father Deserves Spectacular Results” essays
<ul style="list-style-type: none">• Links to YouTube ads or saved copies of ads
<ul style="list-style-type: none">• Print Ads
<ul style="list-style-type: none">• A copy of a current episode of CNN Headline News

PRINTOUTS

<ul style="list-style-type: none">• Print Advertisement Analysis Handout/Print Advertisement Individual Handout for Students
<ul style="list-style-type: none">• Common Advertising Techniques Handout
<ul style="list-style-type: none">• Young Adult Book List
<ul style="list-style-type: none">• Critical Literacy Questions Handout
<ul style="list-style-type: none">• Literature Circle Handouts
<ul style="list-style-type: none">• Literature Circle Blog Handout
<ul style="list-style-type: none">• Examining Cable News Handout
<ul style="list-style-type: none">• Personal Writing Prompts Handout
<ul style="list-style-type: none">• Exit Slip
<ul style="list-style-type: none">• What Do You Think? List
<ul style="list-style-type: none">• “Show Me the Money” Handout
<ul style="list-style-type: none">• Copies of “Finding Hope in Hip-Hop” and “My Father Deserves Spectacular Results” Essays
<ul style="list-style-type: none">• Journal Prompts for Teacher
<ul style="list-style-type: none">• Copies of Print Ads (located at end of unit plan)

WEBSITES

Youtube.com- Ads for Analysis: LBJ Daisy Ad- http://www.youtube.com/watch?v=IkWAhuXtalw Old Spice Flex- http://www.youtube.com/user/oldspice?v=3tI4CbCniBI&feature=pyv&ad=3531735917&kw=old%20spice%20flex&gclid=CJO7vaT3sKECFUKU7QodLTAgAA Pepsi: Britney Spears- http://www.youtube.com/watch?v=KR2RAHvbtdM&feature=related

Clean and Clear Advantage: http://www.youtube.com/watch?v=00rCG_goXac http://www.youtube.com/watch?v=f_SwD7RveNE
www.blogger.com
www.thisibelieve.org
This I Believe “Finding Hope in Hip-Hop” http://www.npr.org/templates/story/story.php?storyId=90594411
This I Believe “My Father Deserves Spectacular Results”- http://www.npr.org/templates/story/story.php?storyId=102333154
Crit. Lit Questions- http://wwwfp.education.tas.gov.au/English/critlit.htm#whatkinds
Advertising Techniques- http://advertising-influence.suite101.com/article.cfm/advertising_persuasion_techniques

PREPARATION

1.	The teacher should reserve four sessions in the school’s computer lab.
2.	The teacher should ensure that there are enough copies of each of the YA novels on the reading list.
3.	The teacher will need a computer with a projector.
4.	The teacher should locate a copy of “A Rose For Emily.”
5.	The teacher should locate The Merchants of Cool on the Frontline website and ensure that it can be projected at a high quality for the class to watch.
6.	The teacher should be familiar with Blogger.com and the process of creating a blog.
7.	The teacher should record a current edition of CNN Headline News. These episodes are 30 minutes long, and the teacher should record this episode a day or so before the “Examining Cable News” activity to ensure that students get to analyze current news. The teacher should also ensure that the recorded copy can be played in the classroom.

Instructional Plan

STUDENT OBJECTIVES

Students will

<ul style="list-style-type: none"> Identify the techniques used in advertising and analyze print and video advertisements critically.
<ul style="list-style-type: none"> Utilize the power of new media by creating a blog and providing posts.
<ul style="list-style-type: none"> Exercise choice in the texts they read.
<ul style="list-style-type: none"> Analyze young adult literature from a critical perspective.
<ul style="list-style-type: none"> Write a personal essay
<ul style="list-style-type: none"> Analyze news content

<ul style="list-style-type: none"> • Explore the relationship between media and their own lives
<ul style="list-style-type: none"> • Compare literature to a piece of popular media
<ul style="list-style-type: none"> • Summarize literature
<ul style="list-style-type: none"> • Write creatively to foster self-expression
<ul style="list-style-type: none"> • Work in literature circles and take on each of five roles
<ul style="list-style-type: none"> • Write about media that is important to them

SESSION 1- Introduction to Media

Note: A couple of days before session 1 tell students to begin thinking about what songs, TV shows, magazines, websites, books, etc that are meaningful to them. Let them know that they will be asked to write about and discuss these in class.

1.	Begin class, by asking students to write a journal response to the following question: What does “media” mean to you? What comes to mind when you hear the word media? Students should respond with at least ½ page of writing. All journal entries in the unit should be at least ½ page. After the students complete the entry, discuss what “media” means in today's world. Ask the students about the media they regularly access and what they see as the purpose of mass media.
2.	Media Matters Assignment: Ask students to choose two pieces of media that are important to them. Have students write a three paragraph response detailing what these media consist of and why these media are important to them.
3.	After the students have completed their written work, hold a whole-class discussion in which students share what media they chose to write about and why.

Homework: Have students start thinking about the book they want to read and encourage students to research the books outside of class if possible to make a more informed decision.

Note: Have a few copies of each literature circle book in your classroom by this time, so that students can begin familiarizing themselves with the books. Encourage students to examine the books before and after class and consider allotting a few extra minutes of class time to letting the students examine the books.

SESSION 2- Introduction to Advertising

1.	Write the following quote on the board: "In our factory, we make lipstick; in our advertising, we sell hope." - Charles Revson. Tell students that the quote comes from the founder of the cosmetics company Revlon. Ask the students to respond to the quote through a whole-class discussion. Ask students to examine: What does Revson mean by “we sell hope”? Do advertisements just seek to sell us products? Are advertisements meant to make us feel like something is missing in our life? Do advertisers seek to define us through the products we use? This discussion should be kept relatively short and should only serve as a starter.
----	--

2.	To give students an overview of the techniques used by advertisers hand out copies of the “Common Advertising Techniques” handout. Have students read over these techniques and then briefly discuss them with the class.
3.	Next, show students five commercial advertisements from Youtube.com and have the students discuss the appeals used in the advertisements and whether these appeals are effective. Also, ask students to examine how the viewer is positioned in each advertisement. Five suggested commercials are included in the resources section.
4.	Finally, give students a copy of the literature circle reading list and allow them to familiarize themselves with the list (the books included on the list are all award winning YA books that should be available in most school libraries). Explain that the students will be allowed to choose a book to read from the list in a couple of days. Each student should look over the list and choose the top 3 books on the list that they would like to read. Explain that the students will be placed in groups of five according to the book they choose, and explain that some students may have to read the #2 or #3 book on their list due to group size constraints.

SESSION 3- Advertising Continued

1.	Begin by having students complete a journal entry. Journal #2: Have you ever bought a product and then quickly regretted it because the product didn’t live up to the advertisements or hype you’d seen? Explain. Discuss this question with students for a few minutes before moving on.
2.	The main focus of today’s lesson will be print advertisement. Project each of the ads from the Print Advertisement Analysis on the computer for the class to see. Engage the students in a discussion of the advertising elements at work in each image. As each image appears on the screen have students respond by writing down the element of the advertisement that strikes them the most, and then ask students to use the Print Advertising Analysis Individual handout and write down what they believe the intended message of the ad is, and then have them write down whether they see any hidden messages in the ad. If hidden messages are suspected students should write these down. After the students have responded to the image in writing, take each image and dissect it during a whole class discussion. Use the Print Advertisement Analysis worksheet to guide your questioning.

SESSION 4- Young People and the Media

1.	Begin by having students complete their third journal entry. Journal #3: How do you define cool? What does the word “cool” mean to you? This should be ½ page long and it should be discussed briefly.
2.	Next, take students to the school’s computer lab, and ask students to select a music video they view as cool. Have students write a brief (2-3 paragraphs) analysis of their chosen music

	<p>video.</p> <p>This analysis should also address the questions:</p> <p>What makes this “cool”? Who decided that this was “cool”? Who is the "storyteller" in the video? What techniques are the "storytellers" using to tell their "story"? Why are they telling this particular "story" (what is their motive)? Who is the "story" for (who is the target audience)? Why is the "story" being told to that audience?</p> <p>Before beginning this assignment, you should give the students of the Music Video Analysis handout.</p>
--	--

Session 5- Young People and the Media Continued

1.	For today’s session, we will view the PBS Frontline documentary <i>The Merchants of Cool</i> . Students will be asked to view this and then revise their analysis of the music video or ad based on the information presented in the documentary. During the documentary, students should take notes to ensure that they are ready to revise their analysis.
2.	Any time after the documentary should be used to allow the students to revise their music video analysis. This new analysis should detail how or if the students’ attitudes about “cool” have changed due to the video, and it should address any new perspectives on their video the students’ gleamed from the documentary. The revised copy should mention specific instances from the documentary and it should be 3-4 paragraphs long.
3.	During this session, you should also let students know which book they will be reading for their literature circles. Tell students that they begin working in literature circles next week, so they should start reading the book. Let students know that they will receive limited time in class to read independently, but they should plan on doing most reading at home. This should ensure that a higher number of students actually complete the reading.

Homework: Complete music video analysis revision.

Session 6- Introduction to Critically Analyzing Literature

1.	First, the teacher should collect the music video analyses and allow a few students to share in an informal discussion. Then, students will be introduced to the concept of critically analyzing a piece of literature. The past week of instruction should prime the students for critical analysis, and students should use their knowledge of analyzing advertisements and media as a starting point for critical literacy. Give each student a copy of <i>A Rose for Emily</i> , and a copy of the Critical Literacy Questions worksheet. Go over the questions on the worksheet and discuss the general concept of critical literacy with the students.
2.	Next, read William Faulkner’s <i>A Rose for Emily</i> as a whole class. During the reading, discuss the story in the context of critical literacy. Discuss how the story’s small Southern town

	setting influences meaning, and explore the way that the working class characters in the story interact with the aristocratic characters like Ms. Emily. Also, discuss the representations of African-American characters in the story.
--	---

SESSION 7- Literature Circles Prep.

1.	Start class by explaining the concept of literature circles to your students. Go over each of the five roles with the students and explain how each role works within the literature circle. Tell students that they will be expected to complete all of the work for their roles before the day the literature circle will take place. Tell the students that over the course of the next two weeks they will be expected to take on the five roles of the literature circles. There will be five lit circle sessions and each group member will take on a new role each session. Each group will be responsible for dividing their reading accordingly based on their individual book choice. After giving an overview of the concept and roles, have the students meet with their groups and devise a plan of action for reading and assigning roles for the first lit circle session which will take place during the lesson presented in session 8. .
2.	Next, explain to the class that as a part of their literature circles they will create a blog for their group and post their class work to this blog. Tell students that they will be given time at the end of the unit to work in the computer lab on their group’s blog. Also, tell the class that a blog for the entire class will be created and that each student will be asked to upload a piece of writing to the blog. Give students the Literature Circles Blog handout so that the students are completely familiar with what they will be asked to do at the end of the unit. To introduce students to the concept of blogs show students examples of popular blogs on the internet and ask students to examine the features on these blogs. Blog examples can be found in the resources section of the unit.
3.	If time remains, allow students to read independently and prepare for their first literature circle meeting.

Homework: Prepare for first lit circle meeting.

SESSION 8- First Literature Circle Meeting

1.	For the first half of class, students will participate in their first literature circle meeting. During this meeting each member should take an active role in discussing the novel, and each group member should present the work generated for their role to the other group members. The teacher should go from group to group discussing each group’s progress and concerns, and the teacher should ensure that students remain on task.
2.	After the initial lit circle meeting, students will complete journal entry #3: Do you keep up with current events? Why or why not? If you do keep up with current events, where do you go to find out about what’s happening? If you don’t keep up with current events, what would

	make you more likely to begin keeping up (different types of news shows, etc.)? After the students respond to this engage them in a discussion about their interaction with the news.
--	---

SESSION 9- Examining Cable News Coverage

1.	For this session, students will watch a 30 minute segment of news from CNN Headline news, and they will examine which types of news stories are presented most frequently or most sparingly. In recording the amount of time spent covering various types of events, students will begin to explore the ways in which the national media frames our perceptions of reality and influences our personal identity by choosing to only expose viewers to certain types of stories. Allow students to get with a partner and give each small group a stop-watch to record how much time is spent on each type of story. As students watch, they should fill out the Examining Cable News handout.
2.	After watching the program, have each group make their final calculations for each time spend on each story. Then, have each group answer the discussion questions presented at the end of the handout. This should be turned in for assessment.
3.	If any time remains, begin discussing the students' Examining Cable News answers as a whole class.

Homework: Prepare for next literature circle meeting.

SESSION 10- Examining Cable News, continued/Lit Circle #2

1.	Continue discussing each group's responses to the Examining Cable News handout. Discuss the ways in which the media's selection of certain stories can shape our sense of reality and of ourselves. For example, ask students to consider how their world view would change if the media devoted less coverage to things like crime and more coverage to social action and protest.
2.	Literature Circle #2- Students should hold their second literature circle session. Students should actively discuss the novel and each member should discuss their roles. The teacher should go from group to group and informally assess the progress of each discussion and ensure that students remain on task. The teacher should collect each group member's literature circle role handout.
3.	If time remains, allow students to read independently for their literature circles.

SESSION 11- Exploring Self with New Media- "This I Believe"

1.	For this lesson, students will begin to shift focus from exploring the ways in which the media works to persuade us and shape our views of the world. Today, students will begin to use the media to project a positive image of self. Students will explore their own identities to create texts that espouse positive self expression and positive self representations in the media.
----	---

	Students will begin doing this by writing a “This I Believe” essay modeled after NPR’s “This I Believe” series of essays. This essay will be posted to the class blog which will be created near the end of the unit as a model for allowing students to create their own personal blog for their literature circle group.
2.	Begin class, by having students complete journal entry #4: Who is your personal hero? How has this person affected your life? This person can be either someone you personally know or a public figure you admire. After this, hold a brief discussion with students about their heroes.
3.	Next, have students read the sample “This I Believe...” essays, “Finding Hope in Hip-Hop” and “My Father Deserves Spectacular Results.” Explain to students that these essays describe a belief or insight about life that is significant to the writer. Discuss how the author of “Finding Hope...” uses the essay to describe how her perceptions of a piece of culture completely changed as her circumstances in life changed. Discuss how this essay shows that one’s socio-cultural positioning can influence the way he or she views the world. Discuss how the author of “My Father...” uses the essay to both tell a story and show how his beliefs about perseverance and hard work have shaped his own life.
4.	Next, give students a copy of the Personal Writing Prompts from NPR. Ask the students to respond to two of these prompts with at least two paragraphs (if time does not remain, have students respond to one prompt). Tell the students that the content of these prompts may serve as a starting point for their essays; however, the work from these prompts doesn’t have to be used in the essay.

Homework: Prepare for next lit circle meeting.

SESSION 12- Literature Circle #3

1.	During this session students will participate in their third literature circle. The procedures used the first two lit circles should be repeated.
2.	Because students will be working on their “This I Believe” essay over the next couple of days, they should be given time after the literature circle meeting to conduct independent reading. To assess this independent reading, students should be asked to fill out an exit slip at the end of class in which they respond to two questions: What was most striking to you about your reading today? What issue/theme in the book have you thought about the most since you began reading?

SESSION 13-“This I Believe” continued.

1.	In this lesson, students will explore their personal beliefs in anticipation of the essay. The Four Corners activity from NPR will be used in this lesson as a form of prewriting designed to get students to identify their personal beliefs and begin writing about them. Before the lesson begins, the teacher should label two corners of the room “agree” and two corners “disagree.” The teacher should also place a “maximum capacity” for each corner to ensure
----	---

	that students are distributed relatively evenly across the room. For this activity, the teacher will read off a statement from NPR’s What Do You Think List, and the students who agree with the statement will go to one of those corners and those who disagree will go to one of the others. Before reading the first statement, the teacher should give the students a copy of the “Show Me the Money…” hand out from NPR. Once the class has been briefed, the teacher should read the first statement and allow the students to go to the appropriate corner. When the students get to the corner, they should talk about the statement with their group members and record a story from at least two group members. This story should be a personal story that that offers evidence of the belief in action or that explains why the storyteller believes what he or she does. This should be repeated 2-3 times depending on how much time is left in class.
2.	Finally, at the end of class. Students should be given at least 10 minutes to select a statement they feel strongly about and write about why they feel this way.

Homework: Students should reflect on the beliefs they have written from the personal writing prompts and from the Four Corners activity. Students may want to pick one of these beliefs to explore in their essay; however, students are not limited to the beliefs written about during prewriting. Either way, students should come to class with a clear idea of what they will write about in their essay. If students choose to use, the “Show Me the Money” handout as an aid for their essay, then it can be turned in with the final essay, or students can turn this in at the beginning of session 14 if they don’t plan to use it for their essay.

SESSION 14- Composition of “This I Believe” essay.

1.	During this session, students will actually compose their “This I Believe” essay. Students should have the entire period to write, and the teacher should walk around the room and assist students as they write. Students should have a draft of their essay completed by the end of the session. Students are not required to complete a first draft in addition to the final draft, but this should be encouraged.
----	---

Homework: Tell students that they will receive half of the class period during session 15 to finish their essay, but tell students that this session should focus on polishing a final copy of the essay to be turned in during class, so some students may want to write parts of their essay at home.

SESSION 15- 4th Literature Circle/Completion of “This I Believe” essay

1.	Students will begin class by polishing and completing their “This I Believe” essay. This should be turned in during this session.
2.	Next, students will participate in the fourth literature circle meeting. The procedures used for this will mirror earlier literature circles.

SESSION 16-Intro to Blogging/Preparation for Final Lit Circle

1.	Students will begin by completing their final journal entry. This prompt will serve as a way to wrap-up the issues brought up by the “This I Believe” essay. The prompt is as follows: When you get older and begin to look back on your life, what one quality would you like to be remembered for? Why is this important to you? A brief discussion of the journal should follow.
2.	Next, the students will learn how to create a blog by watching the teacher model blog creation on a computer with a projector. The teacher should go to blogger.com and create a free blog, going through the process step by step. This example blog will serve as a classroom blog that can be used in later lessons. For this unit, students will upload their “This I Believe” essay to the blog. Students will be given back a copy of their essay, and they will be asked to upload a copy before the unit is complete. This can be done during the final lab sessions.
3.	Finally, in preparation for the final literature circle, students should get with their groups and decide on one issue/topic in their novel that they feel is most relevant for the entire class to encounter. The students will be asked to identify an issue and give a brief, informal, 3-5 minute presentation in front of the class in which they talk about the issue. Students will not be required to turn in any formal work for this, but the presentation should allow every group member to speak.

Homework: Prepare for final lit circle and prepare for informal presentation

SESSION 17- Final Lit Circle/”What Mattered Most” Presentations

1.	Class will begin with the final literature circle presentation. This should follow the same procedures as other lit circle meetings.
2.	Next, each group will give a brief 3-5 minute presentation on the issue they selected from the text. This will be assessed informally, and all groups that appear prepared will be given full credit because the majority of assessment related to their novel will come from the texts each group posts to their individual blog.

SESSIONS 18-20- Lab Sessions for Lit Circle Blog

1.	During these sessions, students will create a blog on blogger.com for their literature group. Students should have already received a copy of the Literature Circles Blog handout, but the teacher should provide extra copies. Students will go to the school’s computer lab or library and spend the next three sessions working as a group to compose the texts for their blog. Individually, each group member will compose a piece of creative writing for the blog and as a group the students will compose a brief summary of the novel they read; a short essay comparing and contrasting the themes/issues present in their story with a piece of popular media; and each group will be required to provide pictures or drawing relevant to their novel
----	--

on the blog with a caption explaining why the image is meaningful to the story. Students will receive the entire three sessions to work on these assignments, and they will be responsible for delegating the components of each assignment to various group members. Each group must have their texts posted to their blogs by the end of session 20. Finally, at the end of session 20 students should fill out a group evaluation that can serve as an aid for the teacher assessing the group work.

EXTENSIONS

The website Medialiteracy.com has a wealth of media resources and lessons plans that might be useful in future lessons.

Canada's Media Awareness Network also has a number of resources and lessons plans: however, some of these lessons focus specifically on Canadian media so modifications for the U.S. might need to be made.

STUDENT ASSESSMENT/REFLECTIONS

“This I Believe...” (100 points)

Due to the personal nature of this assignment, this essay should be graded in a holistic manner. Students who clearly lay out their personal beliefs and provide an engaging narrative should receive full credit. Students who fail to complete the assignment should receive 60 points or less depending on the amount completed. Students who do complete the assignment, but fail to clearly lay out their personal beliefs should receive 75 points or more depending on the overall quality of the essay.

Music Video Analysis (30 points)

Is at least 2 paragraphs long (10 points)

Student explains what is “cool” about video (10 points)

Student analysis of target audience and messages in video (10 points)

Media Matters (25 points)

Student identifies two pieces of media that are meaningful to him/her (10 points)

Student explanation of why these media are important to him/her (15 points)

Literature Circle (150 points)

Each day a literature circle takes place students will have the opportunity to gain 10 points for active participation in the group discussion. This should be assessed by the teacher informally during each session and comprises of 50 total points.

Each student should complete a literature circle hand out for each role by the end of the unit. Each role hand out is worth 20 points and should be assessed based on meaningful and thoughtful completion.

Journals (50 points)

Students will receive 10 points for each journal completed. Each journal should be at least ½ page long and this is worth 5 points. 5 points will also be rewarded based upon meaningful completion.

The following assignments should be assessed based upon meaningful completion.

- Print Advertising Analysis- (20 points)
- Examining Cable News Hand Out- (20 points)
- Exit Slip- (5 points)
- Personal Writing Prompts Response-(15 points each)
- Show Me the Money Hand Out- (15 points)
- Informal Group Presentation (15 points)

Lit Circle Blog Assignment Rubric

Literature Summary (100 points)

- Content (80 points)
 - Inclusion of three pivotal events from the novel (20 points)
 - Includes a discussion of the novel's theme (20 points)
 - Shows overall comprehension of text (30 points)
 - Appropriate length (10)
- Grammar/Mechanics (20 points)
 - Grammar (10 points)
 - Appropriate writing style (10 points)

Comparison and Contrast Essay (100 points)

- Quality of comparison/contrast (80 points)
 - Inclusion of at least three points of comparison and contrast (20 points)
 - Comparison/contrast is well supported with textual evidence (50 points)
 - Appropriateness of popular media used (10 points)

Grammar and Mechanics (20 points)
Grammar (10 points)
Appropriate writing style (10 points)

Creative Piece (25 points)

Student work should show a meaningful and thoughtful effort.

Inclusion of Images/Drawings (20 points)

Inclusion of at least 10 images (10 points)
Appropriate captions provided for each (10 points)

REFERENCES

Critical Literacy. Retrieved April 30, 2010. from The English Learning Center. Web site:
<http://wwwfp.education.tas.gov.au/English/critlit.htm#whatkinds>

Milner, J. & Milner, L. (2008). Making media matter. Bridging english (pp.317-344). Upper Saddle River, NJ: Pearson Education, Inc.

The Merchants of Cool. Retrieved April 24, 2010 from pbs.org. Web site:
<http://www.pbs.org/wgbh/pages/frontline/shows/cool/>

This I Believe In the Classroom. Retrieved April 26, 2010 from thisibelieve.org. Web site:
<http://thisibelieve.org/educators/>

Literature Circle Templates adapted from those of Sharon Nichols.

HANDOUTS

COMMON TECHNIQUES USED BY ADVERTISERS

THE BANDWAGON APPEAL

The bandwagon appeal is an advertising technique that makes the claim that a product is desirable because it is being used by lots of desirable people -- therefore encouraging the consumer to "jump on the bandwagon." This appeal is commonly used in products that are sold

to children and teenagers, but "keeping up with the Jones" snob appeals are used to sell products to adults as well, especially cars and luxury goods.

CELEBRITY TESTIMONIAL

Celebrity endorsements are the oldest trick in the book, and you would think we know longer care what brand of underwear Michael Jordan wears or what kind of appliances Kelly Ripa uses. Nonetheless, celebrity pitches stick in peoples minds, so even if we know better than to buy something just because a famous person claims to like it, we nonetheless remember the pitch and the product.

THE ASSOCIATION PRINCIPLE

Association is an advertising technique that involves drawing a mental link between a product and desirable qualities that may include attractiveness, wealth, success, family, patriotism, or security. These appeals are usually implicit, as no one jumps onto the screen and says, "You're patriotic and love your family, don't you? If so, shop at Wal-Mart!" Instead, these ads show images and story lines that represent these values, like a Wal-Mart ad that shows a single mother buying Fourth of July merchandise for her adorable children.

EMOTIONAL APPEAL

Emotional appeals are advertising techniques in which the advertiser tries to play up on the emotions of the audience, often leaving out information that might appeal to an audience rationally. One kind of emotional appeal is the fear appeal, where the advertiser implicitly or explicitly draws upon people's anxieties to sell a product. For example, a security alarm company might show a scenario where the home of a mother and her children is burglarized. Advertisers also appeal to sentiment, often through images like babies, cute animals, and touching parent-child interactions.

REPETITION

One of the most simple techniques used by advertisers is repetition. Look closely at any ad and you're likely to see repeated images of the product's name and logo. In a TV or radio ad, the product's name will be stated regularly. Advertisers also create repetition by running an ad frequently. When it comes time to make a purchase, and the name of one of the products on the shelf has been repeated to the consumer many times, that product might just stand out enough for the consumer to choose it..

USE OF HUMOR

Of course, one of the most effective ways to get the audience's attention is to be funny -- if the attempt works and doesn't misfire. Humor is one of the best ways to break through the "noise" of all the competition advertising messages out there and get people to pay attention to the sales pitch.

Advertisements aren't put together haphazardly. Advertisers carefully choose time-tested techniques to persuade audiences to purchase products. These are some of the most popular, and effective, techniques that they use to make sure that you buy the product they want to sell you.

Literature Circle Book Choices

Monster-Walter Dean Myers

Luna- Julie Anne Peters

Into the Wild- Jon Krakauer

The Chocolate War- Robert Cormier

Copper Sun- Sharon Draper

Persepolis- Marjane Satrapi

Postcards from No Man's Land- Aidan Chambers

A Northern Light- Jennifer Donnelly

The Giver-Louis Lowry

Hatchet- Gary Paulsen

Print Advertisements Analysis

These questions should be used along with the print ads utilized in session three.

Sample Teacher Questions

1. What is the intended message of the advertisement?
2. Who does the advertisement target?
3. What appeals does the advertisement make?
4. Does this advertisement contain hidden messages?
5. What does this advertisement want viewers to do?
6. Who is marginalized by this advertisement?
7. Who stands to profit from this advertisement?
8. How does this advertisement position its viewers?
9. Do you believe the advertisement is effective in conveying its intended purpose?
10. What emotions does this advertisement create in viewers?
11. What elements of design do you notice in the advertisement?
12. How does this advertisement use color to illicit emotion?
13. How does this advertisement's design affect the intended message?

Critically Analyzing Literature Questions to Consider

Textual Questions

What is this text about? How do we know?
Who would be most likely to read and/or view this text and why?
Why are we reading and/or viewing this text?
What does the composer of the text want us to know?
What are the structures and features of the text?
What sort of genre does the text belong to?
What kind of language is used in the text?

Construction of characters

How are children, teenagers or young adults constructed in this text?
How are adults constructed in this text?
Why has the composer of the text represented the characters in a particular way?

Gaps and silences

Are there 'gaps' and 'silences' in the text?
Who is missing from the text?
What has been left out of the text?
What questions about itself does the text not raise?

Power and interest

In whose interest is the text?
Who benefits from the text?
Is the text fair?
Which positions, voices and interests are at play in the text?
How is the reader or viewer positioned in relation to the composer of the text?
How does the text depict age, gender and/or cultural groups?
Whose views are excluded or privileged in the text?
Who is allowed to speak? Who is quoted?
Why is the text written the way it is?

Whose view: whose reality?

What view of the world is the text presenting?
What kinds of social realities does the text portray?
How does the text construct a version of reality?
What is real in the text?
How would the text be different if it were told in another time, place or culture?

Interrogating the author

What kind of person, and with what interests and values, composed the text?
What view of the world and values does the composer of the text assume that the reader/viewer holds? How do we know?

Multiple meanings

What different interpretations of the text are possible?
How do contextual factors influence how the text is interpreted?
How else could the text have been written?

CULTURAL COMMENTATOR AND HISTORIAN

Name _____ Date _____

Book _____ Assignment p _____ - p _____

Historian: As the cultural commentator and historian, your job is to identify the aspects of society and culture that affect the world of the text. Also, you should take note of the historical context of the text. You should find examples from your book that illustrate the ways in which the cultural context of the book affect your reading of the text.

	Examples From Story

DISCUSSION DIRECTOR

Name _____ Date _____

Book _____ Assignment p _____ - p _____

Discussion Director: Your job is to develop a list questions that your group might want to discuss. Don't worry about the small details: your task is to help people talk over the big ideas and share reactions. Usually these discussion questions come from your own thoughts, feelings, and concerns as you read.

Page	Discussion question or topic

ILLUSTRATOR

Name _____ Date _____

Book _____ Assignment p _____ - p _____

Illustrator: Your job is to draw a picture related to the reading. It can be a sketch, cartoon, diagram, flow chart, or stick figure scene. You can draw a picture of something that's discussed specifically in the text, or something that the reading reminded you of, or a picture that conveys any idea or feeling that you got from the reading.

POWER INVESTIGATOR

Name _____ Date _____

Book _____ Assignment p _____ - p _____

Power Investigator: While you read, look for examples in the text which reveal issues of power. (Consider what is stated explicitly, what is written “between the lines,” and what is not being said). Identify the group(s) which have power (dominant) and those that are being denied power (marginalized). Address how power is being used, denied, perpetuated, obtained, manipulated, etc. by various groups.

Page	Excerpt	Issue of Power

Literature Circle Blog Assignment

For this assignment, each literature circle group will create their own blog. This blog will contain assignments related to the literature circle. Each of these assignments should be posted to your literature circle's blog by the end of our unit. You will be assessed as a group for all of these assignments (excluding the creative piece), and your group will be responsible for delegating work to each member as you see fit.

Assignments

Book Summary (100 points)

For this assignment you will create a two paged double-spaced summary of your novel. In this summary, you should detail at least three pivotal events from the novel, and you should include a brief discussion of the themes present in the novel.

Compare/Contrast Essay (100 points)

For this assignment, your group will choose a piece of popular media and draw comparisons between this media and your novel. You may choose songs, movies, TV shows, etc. This assignment should be at least three double-spaced pages long, and you should highlight at least three major points of comparison or contrast between the two texts.

Creative Piece from Each Group Member (25 points)

Each member of your group should compose at least one creative piece inspired by the novel. Be as creative as you want and feel free to take any approach you want in creating this text. You may write poetry, prose, drama, etc. The choice is yours.

Inclusion of Relevant Images or Drawings (20 points)

To add color to your blog your group should locate at least 10 images or drawings that you feel are relevant to your novel. Each image should include a brief (1-2 sentence) caption explaining why the image is relevant to your novel.

Work is Posted on Blog by End of Unit (5 points)

Print Advertising Analysis-Individual Hand Out

Ad #1

1. What product/service/ or behavior does this ad promote?
2. What is the intended message of this ad?
3. Are there hidden messages or unintended messages in this ad? What are they?

Ad #2

4. What product/service/ or behavior does this ad promote?
5. What is the intended message of this ad?
6. Are there hidden messages or unintended messages in this ad? What are they?

Ad #3

7. What product/service/ or behavior does this ad promote?

8. What is the intended message of this ad?

9. Are there hidden messages or unintended messages in this ad? What are they?

Ad #4

10. What product/service/ or behavior does this ad promote?

11. What is the intended message of this ad?

12. Are there hidden messages or unintended messages in this ad? What are they?

Ad #5

13. What product/service/ or behavior does this ad promote?

14. What is the intended message of this ad?

15. Are there hidden messages or unintended messages in this ad? What are they?

Music Video Analysis

For this assignment, you will go to the computer lab and select a music video or other short video clip that you view as “cool.” Then in a 2-3 paragraph response you will address the following questions:

What makes this “cool”?

Who decided that this was “cool”?

Why are they telling this particular "story" (what is their motive)?

Who is the video for (who is the target audience)?

What techniques does the artist use to tell the "story"?

To receive full credit, you must address each of these questions in your analysis. After completing your analysis, you will view the PBS Frontline documentary *The Merchants of Cool*. After viewing this film, you will be asked to revise your analysis and address any ways in which your perception of the video or of “cool” changed after viewing the documentary. During the documentary you should take notes which can be used for your final analysis.

You will only turn in the final, revised copy and this will be worth **30 points**.

Examining Cable News

Amount of time spent on each type of story:

1. National Events
2. International Events
3. Investigative Reporting
4. In-Depth News Analysis, Commentary, and Discussion
5. Celebrity/Entertainment Stories
6. Human Interest Stories
7. Sports Stories
8. Weather Information

Discussion Questions:

These questions should be answered on a separate sheet of paper. Provide at least 2-3 sentences of commentary for each question.

1. What stories did the program spend the most time on? Why do you think this is?
2. What stories received the least attention? Why is this?
3. How does the news media bias our perceptions of the world around us?
4. How can the news media shape our personal identity through the stories they choose to cover? For example, do you think your view of the world would be different if the media chose not cover certain issues?
5. Do you think the program you viewed today provides accurate information?
6. Did you notice any biases in the news you watched today?
7. Did you notice any groups or individuals that were silenced during today's newscast?
8. It has been said that the news only focuses on what is going wrong in the world. Were the majority of the stories you watched positive in nature? Explain.

Personal Writing Prompts

Choose two of these prompts and write a two paragraph response to each prompt you have chosen.

1. Most of us have been in a situation where we made a promise that for one reason or another we were unable to keep.

When were you disappointed because someone made a promise that failed to keep? Or when did you break a promise that you made to someone else?

2. All of us are works in progress with a long way to go before we reach our full potential.

In what skill or area are you still working to make progress?

3. We all tend to judge people by their appearances, even though looks can be deceiving.

Have you ever prejudged someone incorrectly based on their appearance or has someone ever prejudged you unfairly based on how you look?

4. Everyone has problems or challenges to overcome.

What obstacles are you proud to have faced and conquered?

5. There is a famous adage: "To err is human, to forgive divine."

When did you feel divine because you were able to forgive someone for their mistake? When did someone act divine by forgiving you when you were wrong?

Show Me the Money...or at Least the Story that Makes it Real.

Choose a belief that is common to all group members. Record your common belief in the space below. Then each member of the group should tell a story that either shows the belief in action or explain why the storyteller believes what he or she does.

Belief Statement: _____

Story from _____
Group member name

Story from _____
Group member name

Story from _____
Group member name

Story from _____
Group member name

What Do You Think?

These questions should be used by the teacher during the Four Corners activity. Students should be asked whether they agree or disagree with each statement.

Life is fair.

Words can hurt.

Police are your friends.

What goes around comes around.

How you act in a crisis shows who you really are.

Love conquers all.

An eye for an eye...

People learn from their mistakes.

You can't depend on anyone else; you can only depend on yourself.

If you smile long enough, you become happy.

Miracles do happen.

There is one special person for everyone.

Money can't buy happiness.

Killing is wrong.

Doing what's right means obeying the law.

Journal Prompts

#1: What does "media" mean to you? What comes to mind when you hear the word media?

#2: Have you ever bought a product and then quickly regretted it because the product didn't live up to the advertisements or hype you'd seen? Explain.

#3: How do you define cool? What does the word "cool" mean to you?

#4: Who is your personal hero? How has this person affected your life? This person can be either someone you personally know or a public figure you admire.

#5: When you get older and begin to look back on your life, what one quality would you like to be remembered for? Why is this important to you?

intel *keep ahead™*

**MULTIPLY COMPUTING PERFORMANCE
AND MAXIMIZE THE POWER OF YOUR EMPLOYEES.**

INTEL® CORE™2 DUO PROCESSOR. 40% MORE PERFORMANCE FOR BUSINESS. Boasting 40% more performance with improved energy efficiency,* 64-bit capable Intel Core 2 Duo desktop processor delivers unparalleled multi-tasking capability. Now you can boost productivity and efficiency by running multiple computing-intensive applications at once. Learn more about why great business computing starts with Intel Inside. Visit intel.com/dualcore

*Performance measured using "Core™2 Duo" benchmark processor's improved to Intel® Pentium® D Processor 955 at SPECint_Rate_RP03 and SPECint_Rate_RP04 (2000). Actual use for multi-tasking may vary. Visit intel.com/performance for more information. Intel, the Intel logo, Intel Logo, Intel Inside, Intel Inside logo, Intel Core, and Core Inside are trademarks of Intel Corporation or its subsidiaries in the United States and other countries.

corbis



Beat back the **HUN**

with

**LIBERTY
BONDS**

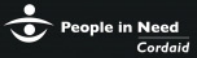
T. Brubaker



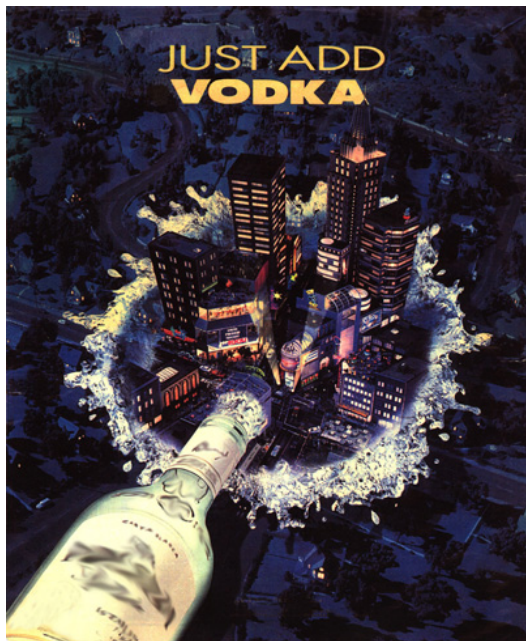
HANDBAG € 32.-

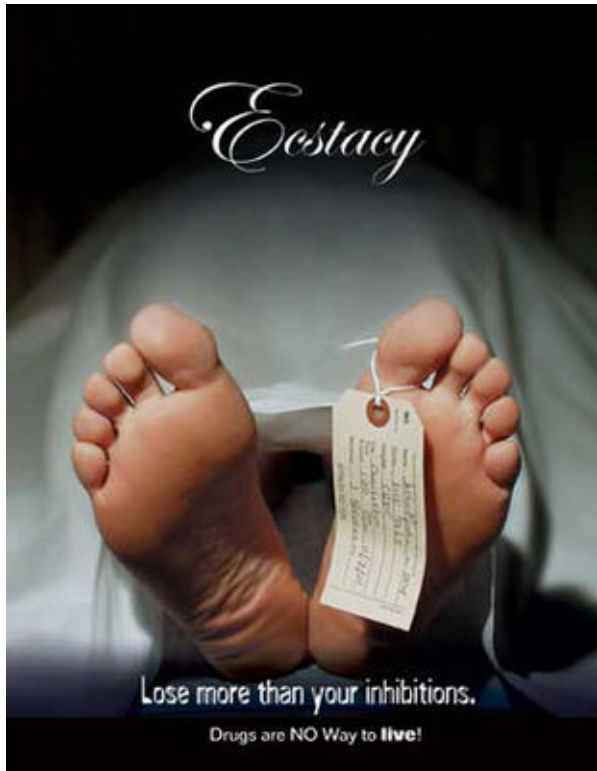
Food for a week € 4.-

Text 'aid' to 2255 and donate € 1.50









Ecstasy

Lose more than your inhibitions.
Drugs are NO Way to **live!**