*English Instructional Plan – Applying Knowledge of Media Messages Grades 4-5*

**Primary Strand: Communication and Multimodal Literacies 4.2, 4.3, 5.2, 5.3**

**Integrated Strand/s: Virginia Studies VS.9**

**Essential Understanding:**

**All students should**

* understand how to deconstruct media messages by looking at several attributes (e.g., authorship, format, audience, content, and purpose)
* understand how to evaluate the effectiveness of a media message by examining the various attributes of messages.

**Essential Knowledge, Skills, and Processes:**

**To be successful with this standard, students are expected to**

* access media messages and identify what types of media are used
* identify the attributes of a constructed message (i.e., authorship, format, audience, content, and purpose)
* deconstruct several types of media messages by addressing the main question(s) raised by the media attributes
* compare/contrast techniques used effectively in a variety of media messages (e.g., animation, famous images and logos, music and sound, photo-editing)
* create media messages (e.g., videos, podcasts, print advertisements) for evaluation, focusing on the effectiveness of the message.

**Primary SOLS:**

4.2a Locate, organize, and analyze information from a variety of multimodal texts.

4.3 a) Differentiate between auditory, visual, and written media messages and their purposes.

b) Compare and contrast how ideas and topics are depicted in a variety of media and formats.

5.2a Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and individual, formal and informal interactive presentations.

5.3 a) Identify the purpose and audience of auditory, visual, and written media messages.

b) Identify the characteristics and effectiveness of a variety of media messages.

c) Compare and contrast techniques used in a variety of media messages.

**Reinforced (Related Standard) SOL:**

## Materials

* Colored paper, scissors, glue
* Examples of media that are auditory, visual, and written
* Computer access
* Résumé samples and résumé template

## Academic Background/Language

For academic language learners, it will be important to build vocabulary around the concept of media and forms of communication. Visuals for auditory, visual, and written media will help learners connect media terms with images promoting understanding and memory. In addition, discussing media types and personal experiences (using cell phones, watching videos, listening to music…) will help academic language learners apply this new vocabulary to their own backgrounds. Furthermore, samples of resumes and an oral discussion of the purpose of a resume will need to be reviewed for students to understand the given task.

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

1. Display examples of media that are
   * + auditory (e.g., music, radio, podcast, speech)
     + visual (e.g., television, video/DVD, Web sites)
     + written (e.g., newspapers, magazines, newsletters, books, ads, blogs).
2. Ask students what experience and/or knowledge they have with various forms of media, and provide time for a brief informal class discussion. As an extension of the conversation, explain that there are many kinds of media that fall into three main categories—print, oral, and electronic—and that they all strive to serve a purpose, such as to persuade, inform, entertain, or a combination. Talk about how many of these forms of media are used to gather information.
3. To reinforce understanding of the auditory, visual, and written types of media, help students create a three-flap organizer. Using a colored piece of paper, have students fold the paper vertically and leave a three-inch tab at the bottom; fold the paper across the top into three equal parts; cut on the fold lines and create three headings (Auditory, Visual, Written); and glue headings at the bottom. Students should write examples of each type under the correct flap.
4. Explain to students that they are going to complete a project using many of the types of media that have been discussed. Students will create a résumé of a person important to Virginia history and present the resume to the class.
5. Discuss résumés and how they are needed to apply for most jobs. A résumé uses clear and concise language to state a person’s accomplishments and background. It also shows that the jobseeker has the right experience and education for the job and show a clear sense of career purpose. Students should begin by brainstorming all the things they think résumés should include. Some examples would be work experience, skills, awards, honors, education, and military experience. Display examples of résumés and discuss their parts (sections). Teachers may also show students their own résumés for further understanding. Explain that students will use various types of media to find the information needed to complete a résumé for their historical figure.
6. Students choose a person important to Virginia history who correlates to the *Virginia Studies Standards of Learning*. Students then access media (i.e. the computer lab) to gather information about their topic. Information must be gained from at least one auditory type of media, one visual type of media, and one written type of media.
7. Students fill out a prepared template of a résumé of the media information they found and present their résumé to the class as the rest of the class listens to the presentations and tries to determine the name of the historical figure based on the résumé information presented.

**Assessment**

* Formative: Formal and informal observations made during media discussions in (1-2 above). (Can students identify the media types and characteristics of each?)
* Summative: Assess completed resume template for content (VS.9), media literacy (4.3/5.3), presentation skills (4.2/5.2), or expository writing (4.7/5.7).

**Writing Connections:**

* Students will be writing a resume for a historical figure.
* While content, purpose and message are primary, as students complete the template they should be encouraged to edit for appropriate grammar, usage, and mechanics.

**Extensions and Connections (for all students)**

* Personal connections can be made for the resume task. If students are struggling with the historical figure content, they can be encouraged to create their own personal resumes.

**Strategies for Differentiation**

* Ask students how we receive information, and brainstorm answers as a class. Record their responses on chart paper or overhead. Together, sort the ideas into categories, and have students determine headings.
* Provide real-life examples of information that we use daily (e.g., weather, movie times, research for a school project, completing an Internet search for a specific song, price search), and have students use media resources to locate them.
* Have the media specialist identify examples of media literacy for students.
* Provide a list of Historic figures from which students may choose.
* Create a graphic organizer to use in developing a resume.
* Assign groups a specific type of media to research and to present examples to the class.
* Show video and/or podcast. Have students identify the purpose of the media and the intended audience.