*English Instructional Plan – Analyzing Media Messages for Action Research*

**Primary Strand: 6.3, 7.3, 8.3 - Media**

**Integrated Strand/s: The student will determine the purpose of media messages and examine how they are constructed.**

**Essential Understandings:**

* understand that all media messages are intentionally constructed to impact a specific audience
* understand that a public service announcement (PSA) is an advertisement for the benefit of the public and the purpose can be to raise awareness
* understand the effectiveness of any media message is determined by the results and/or impact on the intended audience.

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

* deconstruct and compare/contrast several types of media messages
* identify elements of media literacy (e.g., authorship, format, audience, content, purpose)
	+ Who created the message?
	+ What techniques are used to attract attention?
	+ How might different people react differently to this message?
	+ What values, lifestyles and points of view are represented in, or omitted from, this message?
	+ What is the purpose of this message?
* recognize production elements in media are composed based on audience and purpose
* analyze a media text message considering what techniques have been used and the purpose and impact of each
* create media messages, such as public service announcements, aimed at a variety of audiences with different purposes

**Primary SOL:**

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

**7.3 d** Compare and contrast the effectiveness of techniques in auditory, visual, and written media messages.

**8.3 a** Analyze the purpose of information and persuasive techniques used in diverse media formats.

**Reinforced (Related Standard) SOL:**

**6.1, 7.1, 8.1** The student will participate in, collaborate in, and report on small-group learning activities.

**6.6 c** Summarize supporting details.

**7.6 h, 8.6 i** Summarize the text, identifying supporting details.

**6.2, 7.2, 8.2** The student will create multimodal presentations that effectively communicate ideas.

**Academic Background/Language:**

Students will need to understand vocabulary related to analyzing media messages and vocabulary presented in the model presentation options used.

## Materials

* Samples for student viewing of different types of projects to present information about their previously chosen and researched environmental problem and/or solution. Examples may include: a Radio PSA, a video PSA, an animated slide show with audio, an informative website, a speech/TED Talk, a campaign of print ads/billboards
* Copies of a media analysis chart (attached)
* Copies of proposal for multimodal presentation (attached)

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

* Teacher will display the following journal: Have you ever had your mind changed about an issue you believe in? What would it take to change a person’s mind?
* Students will respond in writing and then aloud in partners and/or through class discussion.
* Teacher will tell students that they will be examining some different formats for multimodal projects that they can use for their action research projects about environmental issues. Teacher will state that students will break down different media messages and then consider them to make a choice about what students will use for their projects.
* Teacher will distribute the Media Analysis Chart (see below) and explain each of the criteria for analyzing media.
* Teacher will model completing the first column of the chart using one of the presentation types.
* Teacher will have students analyze the rest of the projects in their research groups. This can be done via stations or a webquest.
* Teacher will bring the class together to discuss their findings and talk about benefits and drawbacks of each presentation type.
* Teacher will distribute project presentation proposals (see below) and explain how to complete it. Groups will discuss and complete the proposals.

**Assessment (Diagnostic, Formative, Summative)**

* Teacher should confer with students as they analyze the different media messages and as they create their proposals.
* Teacher can collect the analysis charts and the proposals to determine students who may need more support.

## Writing Connections

* Students can evaluate a media message and draft their findings into an expository paragraph.

## Extensions and Connections (for all students)

* Students can conduct additional research after completing their proposals, now that they are focused on a particular format and have a proposal in mind.

## Strategies for Differentiation

## Pair students strategically to provide support for those who may struggle.

## Target specific groups of students for support during work conferencing.

## Work with a selected small group of students while rereading and completing the analysis chart and/or proposal.

*Note: The following page is intended for classroom use for students as a visual aid to learning.*



