

TITLE OF LESSON

English 2 Unit 1 Lesson 17 – Active Versus Passive Creation of Race:  
*How does the media reflect, shape, transform ideas of race?*

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TIME ESTIMATE FOR THIS LESSON

One class period

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ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3, W1.9, W/O1.0-3, L/S1.0-2

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MATERIALS

“Letter From Birmingham Jail”, Martin Luther King Jr. – Reading

**Project 2: Deconstructing Newspapers** – Student Page

butcher Paper or posterboard (one sheet per group)

colored markers or pencils

crayons

magazines

one newspaper per group (each group should have a different newspaper: one local paper, two larger papers, and maybe the *New York Times* or *Wall Street Journal*)

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LESSON OBJECTIVES

- To effectively revise a partner’s essay
  - To accurately read and follow written instructions
  - To deconstruct newspapers for bias, message, target audience, culture and/or subculture
  - To master highlighting and annotation
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Initial all completed first drafts of Essay #2.
- 2) [Daily Log](#) – Have students copy the Daily Log below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
		How does the media contribute to constructs of race identity?How does the public respond?	1. Revising Essay #2 2. Vocabulary 3. Deconstructing Newspapers		1) Continue reading your novel 2) Write the second draft of Essay #2 3) Read Letter from Birmingham Jail-highlight and annotate

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ACTIVITIES – INDIVIDUAL AND GROUP

1. [Revising](#) an Essay – Have students take out their first drafts of Essay #2 and the **Essay #2 Requirements** sheet. Tell them it will be their responsibility to exchange papers with a partner and follow the instructions in their assignment sheet accurately. Tell them they will have 20 minutes to finish.
2. Vocabulary – At the end of 20 minutes, call time. Post the following vocabulary on the front board: bias, target audience, medium, culture/subculture, dominant culture, message. As a class, define each word. Explain to students that you will be studying these terms specifically in relation to media literacy, so they should define

them as they apply to media. Most of these should be a review for students, since they worked with them in their freshman year. Have students add them to their vocabulary list.

3. Deconstruction – Add the word deconstruction to their list. Ask if anyone knows what this means. Students have worked with the idea of deconstructing text all quarter and in their freshman year whether they formally called it that or not. They should be able to look at the prefix 'de' and know that it means opposite or reverse. Then they should be able to look at the word construct and know that it means to create or to build. From there, it is a hop skip and a jump to understanding that they are reversing the creation of an idea or text. Post the following definition and have students copy it down:

*n. a method of analyzing text based on the ideas that language is inherently unstable and shifting and that the reader rather than the author is central in determining meaning. It was introduced by the French philosopher Jacques Derrida in the late 1960's.*  
- *Encarta World English Dictionary*

Ask students how reversing an idea might fit with this definition. They should be able to come up with the idea that because they (the readers/students) are determining the meaning of a text by looking at all aspects of it, they may be reversing the meaning the author intended. Tell them today they will be deconstructing newspapers, but that they have been employing this method of looking at text all year and last year, too.

4. Deconstructing Newspapers – Make sure students are seated in their assigned groups of four. Give each group a newspaper and tell the class they will have five minutes, working in groups, to list each section of the newspaper. Make sure you ask them to be thorough. Each section could be each of the 3 or 4 major sections (A, B, C, and D) or students could choose to be even more detailed and list the subsections of the newspaper.
5. Class **Brainstorm**: We've been talking about race identity in individuals and groups and some of the things that shape race identity. Today we're going to look at the role of the media in influencing concepts of race. Eventually, we'll look at other media, but for now we're going to focus on newspapers. Get students to brainstorm as many things as they can think of in a newspaper, about a newspaper, and so on, that might reflect or influence race identity – some of which comes from the newspaper staff, some of which does not. Prompt them with questions: What's in the paper? Do you ever read the paper? If so, which sections do you read? Where do you turn first? What do you see there, other than the specific content you turned to see? Get a list of content they're familiar with—you want them to list at least articles, photographs and images, advertisements, editorials, and what is NOT found in the paper, too.
6. Project 2 – At the end of five minutes, call time. Have each group list all of the sections from their newspapers on the front board underneath the title of the newspaper. While one person from each group writes, explain to the class the rest of their assignment. Post **Project 2: Deconstructing Newspapers** (found in the *Teacher Pages* section of this unit) on an overhead transparency at the front of the room. Review with students the directions. Answer any questions students may have. Tell students they will have until the end of the period to finish this assignment. Anything they do not finish will become homework tonight. Since they are working in groups, if they do not finish their assignment in class, they will have to get together after class to complete it.
7. Work Time – Give them until five minutes before the end of the period to complete their assignment.
8. Homework – Five minutes before the end of the period, hand out Martin Luther King Jr.'s, "Letter From Birmingham Jail". Tell students they should divide up the reading among their group members so that each member is reading an equal amount for their homework tonight.
9. Review their homework assignments for tonight.

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#### HOMEWORK

- 1) Write the second draft of Essay #2, complete with changes that your partner suggested.
- 2) Read, **highlight, and annotate** your assigned section of Martin Luther King Jr.'s, "Letter From Birmingham Jail".

- 3) Complete Project 2.
  - 4) Continue reading your novel.
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#### GROUP ROLES

Facilitator – Your job is to keep the group focused on the assignment and to make sure your group has completed each step of the process.

Illustrator – Your job is to draw the [graphic organizer](#) that will house all of your group's ideas in an organized, clear, and logical manner. It is not your job to design the organizer and determine the ideas for the graphic organizer. It is only your job to draw and record what the whole group decides on.

Time Keeper – Your job is to keep track of the time, making sure your group completes each step of the process in the amount of time given. It is your job to help the facilitator keep everyone focused.

Presenter – Your job will be to help your group members to present the information in the graphic organizer and to explain why your group created the visual in the way you chose to organize it (e.g., how it relates to the information presented). It is not your job to conduct the entire presentation. It is your job to make sure that everyone in your group has a role in the presentation, that they can effectively convey the ideas in the graphic organizer, and that the presentation runs smoothly.

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#### DOCUMENTATION FOR PORTFOLIO

Evaluation Essay #1