

NOTE: Today is a computer lab day. Make sure you have signed up for the lab in advance.

TITLE OF LESSON

English 2 Unit 2 Lesson 3 – Web Page Design: Media Literacy, The Web, and Content
How does society create and establish truth?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3, 2.3
Preparation for California – Eng 9-10: W1.8
NETS for Students – 3, 5

MATERIALS

Computer lab with Internet connection
Web browser
Media Literacy for the Web worksheet – Student Page

LESSON OBJECTIVES

- To review media literacy vocabulary
 - To apply media literacy vocabulary to web sites
 - To understand the relationship between target audience and content
 - To understand how target audience drives web content
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EXPLANATION OF LESSON

This is the first of several lessons designed to give students an introduction to Web Site Design, Creation, and Publishing. To complete these lessons, students will need access to a computer lab with Internet connection, a web browser, Netscape Composer (part of the Netscape Communicator package already installed on many computers), and Adobe Photoshop. Students should have previously been introduced to HTML and Adobe Photoshop, and have basic skills in these areas. Teachers should review these lessons (HTML lessons found in English 1 Unit 2 and Photoshop lessons found in English 2 Unit 1, Biology Unit 1, and History 2 Unit 1) prior to teaching them. Check with a computer lab technician in advance to be sure the necessary software is available. Netscape Communicator can be downloaded for free from <http://www.netscape.com>.

In this lesson, students will be challenged to look at web sites from a media literacy viewpoint. They will be critiquing web sites and breaking them apart to see how the media literacy vocabulary applies to them. Of specific importance to web sites is the idea of target audience. This might be a very broad or extremely specific audience, but ultimately, the target audience is what will drive the content on a web site. Content must be developed, written, and presented in a way that is appealing and understandable to the target audience.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Collect Essay 2: Communication.
- 2) **Daily Log** – Have students copy the Daily Log.
- 3) Vocabulary Review – Begin by writing the media literacy vocabulary on the board: *bias*, *target audience*, *medium*, and *message*. These words should be review for the students. What they need to do today is decide how these words apply to web sites. Pass out the **Media Literacy for the Web** worksheet.
- 4) **Group Definition** – Place students in groups of four (or if you already have assigned groups, make sure students are seated there). Ask them to write a definition for each word on the worksheet. Tell them to write their definition underneath the vocabulary word on the sheet. This should be a very quick brainstorm, since

these words should be review. Choose several students to read the definitions for each word. Write the definitions on the front board, making sure that all students agree on the meaning. Have all students check the definitions they wrote to make sure they have the same meaning. They do not have to be written in the same words, but the meaning should be the same as the definitions you are writing on the board and the class agrees upon.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			1. Vocabulary Review		None

ACTIVITIES – INDIVIDUAL AND GROUP

1. Computer Protocol – Remind students of appropriate computer lab behavior. Computer monitors should be turned off until the teacher says to turn them on. Any students accessing web sites other than those approved by the teacher will be sent to the principal’s office (or whatever suitable consequence you have predetermined). No food, gum, or drinks in the computer lab. And any other rules you have predetermined. Ask students to keep their worksheet with them for the rest of the class period. Tell them they will be working on filling in the rest of the worksheet.
2. Mini Lecture – On the board, write the word *content*. Explain that for a web site, content is just what it sounds like: the contents of the web site, what it is about. Then write *target audience*. The connection between content and target audience cannot be understated. Ask students why these two terms might be related. If they come up with ideas like, “the target audience of the web site dictates the content, and vice versa,” then great. If not, suggest this idea and see if students can give you any examples. Some examples are: sites aimed at teens will have content and writing that appeals to them, perhaps news on new CDs and movies. Sites aimed at experienced computer users will contain technical content and terminology. Sites aimed at the general public will have things that will appeal to a broad cross section of people, perhaps news about the weather or sports. The general idea to get across is that for most large, commercial web sites, *target audience drives content*. Write this on the board in large letters. This is not always the case, but students need to understand that oftentimes, businesses develop new web sites not with some exciting new content in mind, but rather with a desire to reach a certain target audience. They then build the site so it will have the best chance at attracting that audience. What students need to keep in mind when building their web sites is that the design of the page, the graphics used, and the style of writing all affect who the audience will be. Many adults won’t bother to look at a “juvenile” web site if it is obviously created by a teenager, just as teenagers won’t bother with many “boring” adult-targeted sites. The idea of target audience must be in the front of their minds as they start the following worksheet.
3. Directions – Tell students to look at the **Media Literacy for the Web** worksheet. In the numbered columns, they should write the name of the web site they visited, and then describe how the vocabulary word relates to the site. For example: Do you notice any *bias* on the site? If so, what is the bias, and is it easily noticeable or hidden? What is the *message* of the site? What is it trying to accomplish? Who is the *target audience*? What is it about the site that appeals to that audience? The *medium* is the web, but have students think about other mediums that the site might be promoting, such as television or magazines. Some of these questions are easier than others, so help the students analyze the sites and apply the vocabulary. Tell them there may be more than one answer for each of the vocabulary words. They should write out as many as they can find for that site in each column. Tell them to be sure they provide reasons and evidence from the website that support their answers.
4. Websites to Deconstruct – You should pick the sites for students to visit, making sure to choose sites that have a wide range of target audiences; don’t just let them choose or they’ll never get the work done. Here is a list of sample web sites you can have students visit. Since the web is always changing, these are only a guide, and you should check them out beforehand to make sure they are still something you want students to visit. If you know of web sites that may be especially appropriate for this exercise, definitely use them. Tell them they must choose four sites to visit and deconstruct today.

<http://www.space.com>
<http://www.edmunds.com>
<http://www.cnn.com>
<http://www.apple.com>
<http://www.yahooligans.com>
<http://www.wired.com>

5. Individual Work – Write the web sites they are to visit on the front board. Now tell them to turn on their computers, open their web browsers, and go to the first web site. They must write the web address on their worksheet. Tell them they will have until ten minutes prior to the end of the period to complete their worksheet.
 6. Review and Present – Ten minutes before the end of the period, ask students to shut down their computers. Next to each website you have listed on the front board, make a column with each of the vocabulary words. Call on volunteers to give you their answer for the first website listed. Try to get through all of the columns with the first volunteer. Be sure you have them back up their answers with specific evidence from the site. Ask if there is anyone else that has anything different for that site. Tell students that often there is more than one way to see a site and differing opinions are important, as long as they provide thoughtful reasoning and evidence to support them. Take as many different views as time will allow. Collect their worksheets.
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GROUP ROLES
None

DOCUMENTATION FOR PORTFOLIO

Unit 1

Evaluation Essay #1
Evaluation Essay #2
Project 2
Evaluation Essay #3
Project 3 – Planning Your First Image
Project 4 – Planning Your Second Image
Novel Evaluation
Project 5 – Planning Your Third Image
Evaluation Essay #4
Final Project Image
Final Exam

Unit 2

None