

**NOTE: Today is a computer lab lesson. Please make sure you have signed up for the computer lab in advance.**

TITLE OF LESSON

English 2 Unit 2 Lesson 4 – Media Literacy, Newspapers and Content  
*How does society create and establish truth?*

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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, 2.3, 2.5, 2.7-8, W1.3, L/S1.0-1  
NETS for Students – 3, 5

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MATERIALS

Internet access  
**Newspaper Vocabulary List** – Student Page  
**Media Literacy for Newspapers Sheet** – Student Page  
**Self Evaluation** – Student Page  
**Conducting Internet Research** – Teacher Page  
*The Freedom Writers Diary*, Chapters 1 and 2 (Freshman Year) – Reading

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LESSON OBJECTIVES

- To learn newspaper vocabulary
  - To identify the different components and writing types present in a newspaper
  - To determine the biases present in newspaper war coverage
  - To find illustrative examples to support beliefs about bias and target audience
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EXPLANATION OF LESSON

This lesson will build on knowledge that the students have acquired in their technology lesson from the day before, as well as giving them a chance to further develop skills in deconstructing newspapers, a practice they took part in during the previous unit. Today, they will look closely at how issues of newspaper format affect war coverage. To do this, they will be navigating through newspaper websites and examining the format. This will help them as they begin to create their own online newspapers, the culminating project for the unit. You will also need to copy the **Newspaper Vocabulary List**, a **Self-Evaluation** for each person, and the **Media Literacy for Newspaper Sheet** for each group. They will also need the first two chapters from *The Freedom Writers Diary* (Freshman Year) for their homework. Because today's lesson is a computer lab lesson and students will be conducting Internet Research, you may want to refresh your memory of how to conduct an Internet search using the **Conducting Internet Research** teacher page. Since they received this lecture in Unit 1, you should not deliver the lecture again. Instead, you should remind students that they have the notes from this lecture and instruct them to use their notes if they cannot remember how to conduct an effective search online.

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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) **Daily Log** – Have students copy down their Daily Log entry below.
- 2) **Silent Sustained Reading** (SSR) – Begin the day with twenty minutes of Sustained Silent Reading. Remind students that they will be responsible for finishing their novel before Lesson 6, so they must read at home, as well as at school. Because so many of the lessons for this unit take place in the computer lab, they will have less time to read at school.
- 3) Homework Check – At the end of 20 minutes, call time. Ask students to put away their novels and remind them that they should bring these with them to class every day, even if they think there may be no silent reading because if they finish an assignment early and there is time in class, they should read! Pass back all graded assignments and have students place them in the appropriate section of their binders. Pass back all

graded essays. Have students look at the grade they received and place the essays in their portfolios. This will be their point of reference in terms of the writing skills they have developed so far this year. They will use this essay to assess their progress over the course of this unit. Collect Essay 6 and grade it tonight.

- 4) Computer Protocol (and Groups) – If students are not seated next to their group members, have them get up and sit at a computer next to their group members. Tell them that whether they are in the computer lab or the class room, they should always sit with their group members, as they will be working together at all times to provide feedback and assistance. Remind students of the computer lab etiquette you have established and the consequences for any misbehavior. Tell students not to turn on their computers until you say so. Today, they will be searching the Internet for online newspapers, looking at the layout and content of each newspaper, and deconstructing what they see in order to understand how best to create their own online newspaper. So they need to pay attention.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
	2 - Write a one page journal response to one of the Freedom Writers (see homework).		1. Newspaper Vocabulary Scavenger Hunt 2. Media Literacy for Newspaper Sheet/ Presentation	<a href="http://www.sfgate.com/chronicle">www.sfgate.com/chronicle</a>  The Freedom Writers Diary, Freshman Year	1. Read <i>The Freedom Writers Diary</i> , Freshman Year (Chapters 1 and 2) 2. Highlight and annotate the reading. 3. <b>Journal 2</b> – Write a one-page journal response to one of the Freedom Writers, discussing your opinion about violence at your school or in your neighborhood. 4. Watch a television news program 5. Create a Media Literacy for Television News sheet and fill it in for the news program you watch (at least a half hour segment) 6. Continue reading your novel.

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Brainstorm** – On the front board, brainstorm a list of major newspapers. Students should be able to come up with the *New York Times*, the *SF Chronicle*, and other local and nationwide newspapers. Tell them that today they will begin by looking at the *SF Chronicle* online, located at <http://www.sfgate.com/chronicle> Have them open their web browsers, type in the Chronicle’s address, and hit enter.
2. **Online Newspaper Search** – Distribute a **Newspaper Vocabulary List** to each student. Although they may work in groups and assist one another, they must each complete the **Newspaper Vocabulary List** for themselves. Ask students to navigate through the website to find an example of each item on the list. When they find an example of it, they should write down the example in the space next to the vocabulary word. (Tell the students that the headline or title of a story will usually serve as the example. However, whenever possible, they should also write the word link that allows them to find the example.) Give them about five minutes to do this. Tell students that this vocabulary list will be their working vocabulary for the rest of this unit. They should take it home and study it, as they will have a quiz on it in Lesson 7. Collect it and while students are working in groups, give credit to students who successfully completed the sheet.
3. **Group Research** – Now distribute the **Media Literacy for Newspapers Sheet**. Assign and review group roles for each group (see *Group Roles* below). Each group will be responsible for filling out this sheet and presenting their findings on the newspapers. Ask them to pay special attention to the ideas of target audience and bias as it affects war coverage. Tell students that they must use the *SF Chronicle’s* web site for their first example. For their second and third newspapers, they should conduct a search, choosing at least 2 of the newspapers from

their **Brainstorm** at the beginning of class.

4. Process Observer and Presentations – Ten minutes before the end of the period, ask Process Observers to report their observations to the class. Then randomly call on one member of each group to report their findings from one newspaper.
  5. Self Evaluation – Have students complete a **Self-Evaluation**. Tell them that these self-evaluations are between you and them. In other words, no one else will see them. Collect the Self-Evaluation and the **Media Literacy for Newspapers** sheet. Hand back the **Newspaper Vocabulary List** so students can study it.
  6. Homework Review – Keep copies of the self-evaluations so that you may monitor their attitudes towards group work. Have students keep the **Newspaper Vocabulary List** in their binders, since they will have a media literacy quiz during Lesson 7. Review with students their homework. Because you are not creating the graphic organizer for the students for their homework tonight, tell them that they will need to be thorough in their coverage of the news segments shown for the news program they watch, identifying them and critiquing them. Remind students that their novels must be finished by Lesson 6.
  7. Clean Up – Ask students to shut down their computers, clean up their workstations, and push in their chairs.
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#### HOMEWORK

- 1) Watch a television news program and create a Media Literacy Sheet for Television News, similar to the Media Literacy Sheets for Newspapers, with details specific to television news. Must be at least a half hour segment.
  - 2) **Journal 2** – Read the Introduction and the first two chapters of *The Freedom Writers Diary* (Freshman Year). **Highlight and annotate** it. Choose one of the diary entries you enjoyed and write a one-page response to the writer, discussing your opinion about violence at your school or in your neighborhood.
  - 3) Study your Newspaper Vocabulary List and your vocabulary words. Quiz Lesson 7.
  - 4) Continue reading novels.
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#### GROUP ROLES

**Facilitator** – Your job is to keep the group focused on the task at hand and to help them generate as many ideas as possible. It is not your job to come up with the ideas. It is your job to encourage/help other group members to come up with the ideas.

**Notetaker** – Your job is to write out the words the group is giving you. It is not your job to generate all of the ideas. It is your job to help others to give you as many ideas as possible to write.

**Presenter** – Your job will be to help your group members to present the information in the **Media Literacy Sheet**. 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 their ideas, and that the presentation runs smoothly.

**Process Observer** – Your job is to observe how other members of your group complete this exercise. You must write down your thoughts about how your group members work together to generate ideas. It is not your job to say anything to them about what you are writing during the exercise, but you will report back to them after the exercise is complete.

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#### 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

##### Unit 2

Essay 1: War  
Essay 2: Communication

*Veils*  
*How does society create and establish truth?*

*2:2:4:Media Literacy, Newspapers and Content*

Novel Evaluation  
Project 5 – Planning Your Third Image  
Evaluation Essay #4  
Final Project Image  
Final Exam