**Media Literacy Unit- 12th Grade**

**Essential Question:** Which news sources can I trust and how are they trying to persuade me?

Standards:

[CCSS.ELA-LITERACY.SL.11-12.1](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/)  
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[CCSS.ELA-LITERACY.RI.11-12.6](http://www.corestandards.org/ELA-Literacy/RI/11-12/6/)Determine an author's point of view or purpose in a text in which the rhetoric is **particularly effective**, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

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| Monday | Tuesday | Wednesday | Thursday | Friday |
| Day 1- 7/31  Students will be able to…  -Become skeptical of news found on different social media sites  -Discern between different types of news (Fake, Biased, Highly Partisan, Satirical)  Journal:  Do you believe that every piece of news that you read should be trusted? Why/Why not? If not, which news sources or aspect of news sources do you believe can be trusted?  Introduction to fake news   * Share with class: More fake news than real news on facebook. https://www.buzzfeed.com/craigsilverman/viral-fake-election-news-outperformed-real-news-on-facebook?utm\_term=.luprvmYAv#.cdkvWPYnW * Compare and contrast fake news, biased news, vs. satirical news * (Tips for spotting fake news handout)- Found on website * Have students search their Facebook, twitter, etc. newsfeeds for “news.” Have students categorize each news source * Homework: Search your newsfeed. Print out TWO news stories to bring into class on Wed.   Exit Ticket: Put a piece of news on the board. Have students identify whether it is fake, biased, highly partisan, or satirical | Day 2- 8/1  Students will be able to…  -Continue work discerning between different types of news sources  -Understand how their emotional reaction to news affects how they read it  Journal:  http://tmzhiphop.com/police-find-19-white-female-bodies-in-freezers-with-black-lives-matter-carved-into-skin/  Part 1: React to the article. How does it make you feel?  Part 2:  Is this a trustworthy news article? Why/Why not?  Part 3:  What would have happened if you took the article at face value?  Finish up power point from the day before.  Complete Independent reading for the week if time is available | Day 3- 8/2  Students will be able to…  -Understand different aspects of persuasion  -Apply those aspects to different types of news sources  DUE: TWO EXAMPLES OF FAKE NEWS (Process Grade)  Journal:  Have you ever gotten into a heated debate about a political or ideological topic on FB or face to face? How do you have touchy conversations in a manner that respects everyone in the room? Tell me about that time, and tell me about how individuals reacted to the conversation  Give Paideia assignment and discussion guidelines  (First Paideia about biased news)  Go over ethos, pathos, logos (specifically in different “news” sources)  Annotate one fake new sources as a class: http://awm.com/authorities-warn-deadly-newly-invasive-bug-is-popping-up-all-over-heres-what-you-need-to-know/?utm\_medium=partners&utm\_source=jcl  Analyze one source in groups (Choose one from incoming homework in a group  Analyze individual sources (individual homework news source 9 in) | Day 4- 8/3  Students will be able to…  -Understand their own biases regarding news outlets  -Prepare for discussion on Friday  Journal: Can you think of any issues that the main stream news has manipulated or misrepresented? How could you check to make sure what you read is true?  Introduce Paideia assignment and give time to work on in class | Day 5- 8/4  DUE: JOURNAL SET 1 (Check plus scale)  PAIDEIA PREP (Check Plus Scale)  Journal: What are the rules of Paideia discussion? (How do we talk to one another)  Do a short Paideia Discussion (20 min per group)  Backchannel chat (others not in the group)  Exit Ticket- Tell me 1 thing you learned in the discussion and 1 thing you learned about discussing  HW: Come in on Monday with a list of possible topics and partners for final project. |
| Day 6- 8/7  Students will be able to…  -identify ethos, pathos, logos in a news source  Journal: Have you seen any sources this weekend on your news feed or through another source that you where skeptical of? Why? What was the source about?  Review for quiz (15 min)  Media News Source Quiz  -Give students one news source. Must identify type of news, why they believe it is that type of news, and the rhetorical appeals that the source is making.  Partners Assigned for final project  Final writing work time for those who completed Paideia discussion | Day 7- 8/8  Students will be able to…  -analyze texts for author’s purpose  Journal: Analyze the author’s purpose of the following source. What is the source ultimately trying to do? How do you know? How does the bias of the source effect how you read it? What are the source’s rhetorical devices?  http://www.theonion.com/article/steve-bannon-mixes-discarded-climate-change-report-55278  Final assignment work day | Day 8- 8/9  Students will be able to…  -Peer review other’s work based on a rubric  -identify different news sources written by peers  Journal: to be determined based off student interests  PROVIDE FINAL RUBRIC  Writing/Peer Editing INTRODUCTION INTO PEER EDITING) | Day 9- 8/10  Students will be able to…  -Reflect on their own writing processes  Final Project Due  Group set-up for presentations on the final project  Final group reflection “paper” (Completed in class) | Day 10- 8/11  Independent Reading and  Senior Conferences |