***English Instructional Plan – Analyzing Media Messages Grades 4-5***

**Primary Strand: Communication and Multimodal Literacies 4.3, 5.3**

**Integrated Strand/s:**

**Essential Understanding:**

**All students should**

* understand how to deconstruct media messages by looking at several attributes (e.g., authorship, format, audience, content, and purpose)
* understand how to evaluate the effectiveness of a media message by examining the various attributes of messages.

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

**To be successful with this standard, students are expected to**

* access media messages and identify what types of media are used
* identify the attributes of a constructed message (i.e., authorship, format, audience, content, and purpose)
* deconstruct several types of media messages by addressing the main question(s) raised by the media attributes
* compare/contrast techniques used effectively in a variety of media messages (e.g., animation, famous images and logos, music and sound, photo-editing)
* create media messages (e.g., videos, podcasts, print advertisements) for evaluation, focusing on the effectiveness of the message.

**Primary SOLS:**

4.3 a) Differentiate between auditory, visual, and written media messages and their purposes.

b) Compare and contrast how ideas and topics are depicted in a variety of media and formats.

5.3 a) Identify the purpose and audience of auditory, visual, and written media messages.

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

c) Compare and contrast techniques used in a variety of media messages.

**Reinforced (Related Standard) SOL:**

4.1 a)Listen actively and speak using appropriate discussion rules.

g) Use specific vocabulary to communicate ideas.

h) Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work.

i) Work respectfully with others, and show value for individual contributions.

## Materials

* Examples of media that are
* auditory (e.g., music, radio show, podcast, speech)
* visual (e.g., television, video/DVD, Web sites)
* written (e.g., newspapers, magazines, newsletters, books, blogs, ads)
* Library and computer access
* Media Literary Analysis handout (attached)

## Academic Background/Language

Academic language learners will need to build vocabulary around the concept of media and forms of communication. Visuals for auditory, visual, and written media will help learners connect media terms with images promoting understanding and memory. In addition, discussing media types and personal experiences (using cell phones, watching videos, listening to music…) will help academic language learners apply this new vocabulary to their own backgrounds. This lesson requires students to compare (similarities) and contrast (differences) between the media types. Using sentence starters may help academic language learners compare and contrast.

* The media types are similar in these ways…
* The media types are different in these ways…
* One unique characteristic of visual, auditory, or written media is…

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

1. Show students an example you found for each of the three types of media. Lead students in a discussion on what they noticed about each type. How were they different? How were they similar?
2. Lead students in defining the term *media literacy*, determining the things they consider to be media. Using the examples you previously showed, explain the three types of media: auditory (can be heard), visual (can be viewed), and written (text). Have pairs of students come up with more examples for each of these types of media and share them with the class.
3. Show students the examples you found for each of the three types of media. Explain that each was developed with the following attributes in mind:
   * Authorship (who developed the message?)
   * Format (how is it being presented to you?)
   * Audience (who is the person or persons meant to receive this message?)
   * Content (what is it about?)
   * Purpose (what does it set out to accomplish—persuade, inform, entertain?)
4. After explaining the attributes, have students identify them for each example. You may want to have groups of students work on analyzing only one of the examples. Discuss their answers.
5. Pair students for a media literacy scavenger hunt. Have them find examples of each of the three types of media by doing Internet and library searches. For each type (auditory, visual, and written), have them analyze it using the attached Media Literacy Analysis handout. You may want to bookmark Websites for students.
6. As a closing activity, lead the class in a discussion about how the types of literacy compare. (These questions may be good “exit tickets” for assessment).

* What similarities exist between the media literacy types?
* What differences exist between the media literacy types?
* How do the types of literacy overlap?
* Do all examples fit neatly into one type of media literacy?

1. Consider posting information about media literacy on a bulletin board or other display area for student reference.

**Assessment**

* Formative: Formal and informal observations made during media discussions in (1-3 above). (Can students identify the media types and characteristics of each?)
* Summative: Assess completed Media Literacy Analysis template for understanding
* Exit ticket example (see 5 above).

**Writing Connections:**

* Students will be completing the Media Literacy Analysis template in writing.
* While content, purpose and message are primary, as students complete the template they should be encouraged to edit for appropriate grammar, usage, and mechanics.

**Extensions and Connections (for all students)**

* Have students continue to collect media examples around the school and from home. The goal is to help students understand media messages are all around.

**Strategies for Differentiation**

* Ask students how we receive information, and brainstorm answers as a class. Record their responses on chart paper or overhead. Together, sort the ideas into categories, and have students determine headings.
* Provide real-life examples of information that we use daily (e.g., weather, movie times, research for a school project, completing an Internet search for a specific song, price search), and have students use media resources to locate them.
* Have the media specialist identify examples of media literacy for students.
* Assign groups a specific type of media to research and to present examples to the class.
* Show video and/or podcast. Have students identify the purpose of the media and the intended audience.

## Media Literacy Analysis

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| --- | --- | --- | --- |
| **Type of Media Literacy** | **Auditory Example** | **Visual Example** | **Written Example** |
| **Authorship** \*Who developed the message? |  |  |  |
| **Format** \*How is it being presented? |  |  |  |
| **Audience** \*Who is the intended audience? |  |  |  |
| Content \*What is the message about? |  |  |  |
| Purpose \*Persuade, inform, entertain, sell? |  |  |  |