

Perspectives in the Media
Grade 6
Project Plan

Class overview: Our host grade 6 class a vivacious bunch of learners. In all there are 30 students in his class; 19 boys and 11 girls. There are 4 E.L.L. students in the group and 3 students with I.E.P.s in place, one more student is yet to be diagnosed; of these special needs students, there is one student with downs syndrome, one student with a learning disability, a second student with an undiagnosed learning disability. Therefore, lesson must be modified and adapted in order to suit the needs of these students. There is a full time E.A. present in the classroom, primarily to support the student with downs syndrome, but also supports other students in the class. Overall, the students are all at a variety of different stages of development, literacy and abilities. There is much diversity in the classroom; there are students from many different ethnic and cultural backgrounds.

Rationale/Overall Objectives: In the three-part series of lessons we taught to this grade 6 class, we aimed to activate students' critical thinking skills when engaging with media, and their ability to identify perspectives exhibited in media, as well as alternative perspectives not exhibited in the media. Our intention through these lessons were to give students opportunity to use their newfound knowledge of media and perspectives to identify popularized perspectives in the media as well as perspectives not displayed in media. In order to assist students in making these discoveries, we encouraged students to create the alternative perspectives of characters from self-selected stories in pop culture or children's literature. We had students present these perspectives through a mode of media: news broadcasting. We based the activities and learning objectives of our three-part series of lessons on the abilities of the students, as well as their previous knowledge.

Lesson Objectives:

Lesson 1:

- To Define Media & perspectives as separate entities.
- To introduce the concept of perspectives in media.
- For students to consider the way in which media intentionally favors popular perspectives and "leaves out" undesirable perspectives.
- For students to identify "left out" perspectives of unfavorable characters in a familiar story of their choosing.

Lesson 2:

- To scaffold understanding of media and perspectives in media.
- To identify perspectives in actual media samples.

- To develop the alternate perspectives of the characters whose perspectives were left out of their stories, and prepare a news broadcast script which will present these “left out” perspectives.

Lesson 3:

- For students to present their news broadcast scripts to their peers.
- For students to activate critical thinking while identifying the perspectives presented in the student created media samples.

Formative Assessment Methods:

For:

We access student prior knowledge by asking students a series of questions:

- a) What are some examples of types of media?
- b) What are the purposes of media?
- c) What is it called when there are opposing or different views about one topic in the media?

As:

We provided students with feedback based on discussion as well as during group work. In addition we provided students with written feedback based on their completed worksheets.

As a conclusion to the three-part lesson series, we provided students with an exit slip that consisted of three questions.

- a) Did you enjoy our lessons? Why or why not?
- b) What could we do next time to improve our lessons?
- c) Did you learn something in our lessons? If so, what?

This exit sheet served as a self-assessment for student learning, assessment for the teacher to check on student comprehension of newfound knowledge, as well as a means for students to assess our teaching methods, and provide us with valuable feedback.

Explicit Strategies and Connection to Enacted Teaching:

- *Relevant:* The series of lessons on perspectives in the media is relevant to students because the media is an immediate part of their culture. Students engage in various forms of media on a daily basis. It is important for students to gauge whether or

not the perspectives represented in media are valid, and for them to think critically about the media and whose perspectives are being “left out” of the “story.”

- *Social:* In all three lessons students are working together in groups and are interacting, collaborating, and working together to accomplish a common goal.
- *Interconnected:* This lesson is correlated with the Social Studies Curriculum for grade 6, however, other disciplines are integrated into all three lessons. These disciplines include Language Arts and Arts Education (drama.)
- *Inclusive:* The lessons are inclusive to all members of the class, as all students engage in media. All students are exposed to perspectives in the media in news, online articles, TV and movies. All students are included in all aspects of the lessons, and all students have opportunity to participate in sharing their own perspectives, ideas and their learning with their peers.
- *Active:* The series of lessons consisted of hands on activities, where all students were assigned roles, and took part in developing ideas and dialogue while creating a media sample.
- *Reflective:* The series is reflective in that after having undergone the process of developing undesirable perspectives in their news broadcasts, students will reflect on this experience when viewing perspectives in media, and consider alternate perspectives by thinking critically about them.

Lesson Plan Sequence:

LESSON PLAN 1

Subject: Social Studies
Grade: 6
Total Time: 50 mins

Big Idea: Media Sources can both positively and negatively affect our understanding of important events and issues.
Curricular Competencies: Take stakeholders' perspectives on issues, developments, and events by making inferences about their beliefs, values, and motivations.
Content: Media Technologies and Coverage of Current Events
Learning Intention: In three-part Lesson: Students will activate critical thinking skills while learning about media literacy, and will be identify media biases. In This Lesson: Students will activate critical thinking while considering how media may not be presenting all perspectives involved in a story.

Prior Knowledge Needed: <ul style="list-style-type: none">• Experience viewing and engaging with different modes of media
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Materials/Resources: <ul style="list-style-type: none">• Overhead projector• Images that illustrate different Perspectives• Reporting on Perspectives Worksheet
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Time	Teacher Says/Does...
[5 M]	[Step 1:] Show students the images with dual perspective Ask to raise their hands, and tell us what they see. Instructors will model contradicting perspectives. Instructors will tell students to keep this image in mind for later on.

[5 M]	<p>[Step 2:] Ask Students “What is Media?” Pair and Share followed by whole class discussion about what media is and what media does. Purposes of Media:</p> <ul style="list-style-type: none"> • To persuade • To entertain • To inform • To profit <p>Instructors will make a list on the board. Focus on informing, and what kinds of media inform.</p> <ul style="list-style-type: none"> • The news • News papers • Online articles <p>Check for understanding.</p>
[5 M]	<p>[Step 3:] Is the news truthful?</p> <ul style="list-style-type: none"> • How do we know if it’s true? • Whose story is being told? • When we see a story being told on the news, whose side of the story is being told? • Is it possible, that there is another side of the story that we are not being told? • What is called when there are opposing or different views about one topic? • Its called perspectives. <p>Check for understanding.</p>
[5 M]	<p>[Step 4:] What are perspectives or perspective? Pair and Share followed by instructors will ask students to provide example and write them down.</p> <ul style="list-style-type: none"> • Two or more sides to one story • Different opinions or point of views • Different understanding • Different appreciation <p>Check for understanding.</p>
[5 M]	<p>Instructors will ask students to think about the pictures, which were shown earlier. Instructors will ask students what the modeled perspectives were?</p> <p>[Step 5:] Can news stories be seen in more than one way? In more than one perspective? Students will provide examples.</p> <p>Instructor will state: “There is an interaction, between the viewer (audience) and the media who presents a story. We, as the audience, view things differently based on our previous knowledge, our background, and experiences. As viewers, we have to understand</p>

	<p>that when we hear, view, or read a story in the media, the story being told does not necessarily represent the perspectives of everyone involved.”</p> <p>Instructor will give examples to deepen the understanding of this concept. Check for understanding.</p> <p>[Step 6:] Introduce Activity Instructors will explain to students that they will be put into groups. They will think about a familiar story, from a book, movie, or other, which represents the perspective of one main character but does not include the possible contrasting perspective of another character. Instructors will explain that students will create the contrasting perspective of another character and write a script for a news report based on an event from that story, from this characters perspective. Instructors will explain that students will complete the first step in creating the news report and which is to fill out a worksheet in their groups:</p> <ul style="list-style-type: none"> • Title of News Story: • What event is being reported? (What’s the story?) • Who are the characters involved? • Whose perspective was being represented in the movie, book, or other? • Whose perspectives were left out of the story line? • What is a possible perspective not shown to the audience about the other character(s)? <p>Instructors will explain that in the lessons to come, students will write a script, and act out the news broadcast for the class. Each group will assign one person to play to the role of the new reporter, one or more people to represent the character(s) whose perspective(s) will be shown, one director, and one person to record the script. All students will take part in producing the script, not all students must participate in the presentation.</p>
[15M]	<ul style="list-style-type: none"> • Instructors will show an example of the worksheet on the overhead projector, and will fill it out with the example of Cinderella, and how her Evil Stepmother’s perspective was not present in the story. • Instructors will demonstrate how to create the Stepmother’s possible perspective. <p>Check for understanding.</p> <p>[Step 7:] Students are put into groups and then fill out their worksheets</p> <ul style="list-style-type: none"> • Instructors circulate to assist students in the process of developing their story. <p>[Step 8:] Conclusion</p> <ul style="list-style-type: none"> • Instructors will gain the attention of students and ask them how they feel so far about the creation of their news broadcast. • Instructors will ask for some examples of what students have learned so far. Instructors will re-state what will happen in the next lesson.

Possible Extensions:

- If students finish early, they will be encouraged to improvise dialogue for their short script, which will be acted out in the final lesson.
- Students may also begin to think about how roles will be distributed.

Possible Adaptations:

(Extra support)

- Because of the diversity in the class, we have constructed the activity to include all students. For example if a student cannot write the script, an able student is assigned as the recorded. If a student feels uncomfortable acting in front of the class, that student may take on the role of the director or the recorder. If a student feels the need to be more active, they may play the roles of the characters.
- Students who have difficulties connecting to ideas concerning fairy tales or other familiar stories will be provided with other genres for them to choose stories from.
- If students do not complete sheet by the end of the lesson, they will be able to finish it at the beginning of the next lesson.

Formative Assessment:

(During or end of lesson; aids learning and guides next lesson)

- Instructors will be checking for understanding throughout lesson by asking students if they understand and by circulating during activity to assist if there is any confusion.
- Instructors will give feedback to students based on their ideas.

Summative Assessment:

(How will students demonstrate their learning of this competency once “mastered?”):

- Instructors will check to see if students were able to understand whose perspective was represented in a familiar story based on their worksheet.
- Instructor will check to see if students were able to create a possible contrasting perspective based on another character by reviewing the worksheet.

Enactivism:

- Relevant: This lesson, as well as the series of lessons we will be teaching in total, on perspectives in the media is relevant to students because the media is a immediate part of their culture. Students engage in various forms of media on a daily basis. It is important for students to gauge whether or not the perspectives represented in media are valid, and for to think critically about the media and whose perspectives are being left out of the “story.”
- Social: In all three lessons students are working together in groups and are interacting, collaborating, and working together to accomplish a common goal.
- Naturally Integrated: This lesson is correlated with the Social Studies Curriculum for grade 6, however, other disciplines are integrated into all thee lesson. These disciplines include Language Arts and Arts Education (drama.)
- Inclusive: The lessons are inclusive to all members of the class, as all students engage in media. All students are exposed to perspectives in the media in news, online articles, TV and movies. All students are included in all aspects of the lessons, and all students have opportunity to participate in sharing their own perspectives, ideas and their learning with their peers.

REPORTING ON PERSPECTIVES

Names: _____

Title of News Story:

What event is being reported?
(What's the story?)

Who are the characters involved?

Whose perspective was being represented in the movie, book, or other?

Whose perspectives were left out of the story line?

What is a possible perspective not shown to the audience about the other character(s)?

LESSON PLAN 2

Subject: Social Studies
Grade: 6
Total Time: 50 mins

Big Idea: Media Sources can both positively and negatively affect our understanding of important events and issues.
Curricular Competencies: Take stakeholders' perspectives on issues, developments, and events by making inferences about their beliefs, values, and motivations.
Content: Media Technologies and Coverage of Current Events
Learning Intention: In three-part Lesson: Students will activate critical thinking skills while learning about media literacy, and will be identify media biases. In This Lesson: Students will activate critical thinking while viewing modes of media and make observations and revelations regarding <i>how</i> the media is biased in presenting perspective.

Prior Knowledge Needed: <ul style="list-style-type: none">• Experience viewing and engaging with different modes of media• Knowledge of perspectives and media literacy from previous lesson.

Materials/Resources: <ul style="list-style-type: none">• Overhead projector• Different types of media (video, advertisements, etc.)• News Broadcast Script Worksheet

Time	Teacher Says/Does...
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[5 M]	<p>[Step 1:] Refresher & Intro to Lesson</p> <p>Instructors will recap last weeks lesson by reviewing last lesson’s central concepts</p> <ul style="list-style-type: none"> • We talked about media and perspectives represented in media • How the media leaves out perspectives, and how we, as the audience of media, must view media with a critical lens. <p>Instructors will explain that today’s lesson will continue on with the same theme. In the two sessions that follow, students will write scripts for their media news broadcast presentations, based on their activity from the previous lesson, students will rehearse these scripts, they will perform their news broadcasts, and finally, debrief each presentation.</p> <p>Before working in our groups we will refresh our memories about media:</p> <ul style="list-style-type: none"> • What are different kinds of media? • How do we, as individuals with different lived experiences and backgrounds, view media? • What does it mean to view something critically? [To evaluate something from outside the box, from a different angle, from a different perspective, a perspective other that intended by the creator of that media. <p>Check for understanding.</p>
[10M]	<p>[Step 2:] Present real examples of media</p> <p>Instructors will explain to students that they will be showing them a few examples of media. Students will then debrief after having viewed this media through a critical lens. [3 examples]</p> <p>Check for understanding.</p>
[5M]	<p>[Step 3:] Modeling of outcome of activity</p> <p>Instructors will model a written script, similar to what the students will create. A discussion will be had where students make observations about what was performed. Students will also develop criteria for their own scripts in group discussion with instructors. Instructors will introduce the script worksheet, and explain how worksheet must be completed, and what roles must be assigned in each group; director, actors, recorders. Upon completion of script student will rehearse their scripts to be presented in the following lesson.</p> <p>Check for understanding.</p>
[25M]	<p>[Step 4:] Group Work on Scripts and Rehearsals for News Broadcast Presentation</p> <p>Students will write their scripts. Upon completion, students may go off to quiet pre-determined locations in the school to rehearse their scripts. Students will be given strict time limits for their return. Instructors will circulate to</p>

<p>[5 M]</p>	<p>assist, and assess by providing feedback.</p> <p>Check for understanding via observation.</p> <p>[Step 5:] Conclusion</p> <p>Instructors will bring group together. Instructors will ask students how confident they feel about their rehearsals and ask if they need more time. If more time is needed, time will be provided at the start of the next class. If more time is not needed, students must be prepared to begin promptly at the beginning of next lesson. Instructors will praise students' progress, and express enthusiasm for the presentations to come.</p> <p>Dismissal.</p>
<p>Possible Extensions:</p> <ul style="list-style-type: none"> • If students have adequately prepared their presentations, and no longer feel the need to rehearse, they may take time to self-assess or “proofread” their scripts, and double check that they met the requirements of the criteria. 	
<p>Possible Adaptations: (Extra support)</p> <ul style="list-style-type: none"> • Because of the diversity in the class, we have constructed the activity to include all students. For example if a student cannot write the script, an able student is assigned as the recorder. If a student feels uncomfortable acting in front of the class, that student may take on the role of the director or the recorder. If a student feels the need to be more active, they may play the roles of the characters. • If students have not had adequate time to rehearse, they may rehearse at the beginning of the next lesson. • In this lesson we have also provided for differentiation by allowing students to self-select a “good working space.” 	
<p>Formative Assessment: (During or end of lesson; aids learning and guides next lesson)</p> <ul style="list-style-type: none"> • Instructors will be checking for understanding throughout lesson by asking students if they understand and by circulating during activity to assist if there is any confusion. • Instructors will give feedback to students based on their work. 	
<p>Summative Assessment: (How will students demonstrate their learning of this competency once “mastered?”):</p> <ul style="list-style-type: none"> • Instructors will check to see if students were able to create and rehearse a script based on collaboratively created criteria. • Instructor will check to see if students were able identify bias in real media examples, and illustrate the opposite in the scripts. 	

Enactivism:

- Relevant: This lesson, as well as the series of lessons we will be teaching in total, on perspectives in the media is relevant to students because the media is a immediate part of their culture. Students engage in various forms of media on a daily basis. It is important for students to gauge whether or not the perspectives represented in media are valid, and for to think critically about the media and whose perspectives are being left out of the “story.”
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News Broadcast Report Script Criteria

Names: _____

Name of Character(s) being interviewed:

Criteria: Each News Broadcast Report must include:

- **Greeting**
- **Name of the reporter and “station”**
- **Introduction of character(s)**
- **Location**
- **Time**
- **Event being reported**
 - **What happened?**
 - **Who was involved?**
 - **Who was blamed?**
- **3 questions by reporter, 3 responses by character, which explain the character(s)’s actions from their own (left out) perspective.**
- **Closing statement**

News Broadcast Report Script

Introduction [Reporter]:

Question #1 [Reporter]:

Response #1 [Character(s)]:

Question #2 [Reporter]:

Response #2 [Character(s)]:

Question #3 [Reporter]:

Response #3 [Character(s)]:

Conclusion [Reporter]:

LESSON PLAN 3

Subject: Social Studies
Grade: 6
Total Time: 50 mins

Big Idea: Media Sources can both positively and negatively affect our understanding of important events and issues.
Curricular Competencies: Take stakeholders' perspectives on issues, developments, and events by making inferences about their beliefs, values, and motivations.
Content: Media Technologies and Coverage of Current Events
Learning Intention: In three-part Lesson: Students will activate critical thinking skills while learning about media literacy, and will be identify media biases. In This Lesson: Students will activate critical thinking while performing and viewing student created media.

Prior Knowledge Needed: <ul style="list-style-type: none">• Experience viewing and engaging with different modes of media• Knowledge of perspectives and media literacy from previous lesson.

Materials/Resources: <ul style="list-style-type: none">• News Broadcast Script Worksheets• Possible props for presentations

Time	Teacher Says/Does...
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[5 M]	<p>[Step 1:] Intro to Final lesson/ presentations</p> <p>Instructors will explain that students will now be performing their pieces. Each group will perform one at a time, and audience must observe with a critical lens in order to participate in each performance debrief. Groups will present in a pre-determined random order. Instructors will reinforce proper and respectful audience etiquette while viewing a performance.</p> <p>Check for understanding.</p>
[5 M]	<p>[Step 2:] Vocal and Body Warm-Up</p> <p>Instructors will guide students in a vocal and body warm-up based on theatrical practice.</p>
[30M]	<p>[Step 3:] Presentations</p> <p>Students will present their news broadcast presentations. After each presentation audience will be encouraged to share observations based on their critical thinking of the perspectives being represented; which alternative perspective was represented in their “broadcast.” Following each debrief, students will peer-assess by providing “2 stars and one wish” for each group.</p> <p>Check for understanding via observation.</p>
[10]	<p>[Step 5:] Conclusion</p> <p>Instructors will bring group together. Instructors will ask students how they felt about the series of lessons. “I hope these presentations helped you to understand that media is biased, and we must view media from outside the box, as critical thinkers.” Instructors will ask each individual student to provide examples of something they have learned or something they can reflect on. Instructors will thank students for their participation.</p> <p>Dismissal.</p>
<p>Possible Extensions:</p> <ul style="list-style-type: none"> If presentations and debriefing has concluded and there is time to spare, instructors will provide students with an exit slip, for students to assess instruction and give feedback. 	
<p>Possible Adaptations:</p>	

(Extra support)

- Because of the diversity in the class, we have constructed the activity to include all students. For example if a student cannot write the script, an able student is assigned as the recorder. If a student feels uncomfortable acting in front of the class, that student may take on the role of the director or the recorder. If a student feels the need to be more active, they may play the roles of the characters.
- If students needed extra time in the beginning of the lesson to rehearse, instructors can make up the time by omitting the vocal and body warm-up

Formative Assessment:

(During or end of lesson; aids learning and guides next lesson)

- Instructors will be checking for understanding throughout lesson by asking students if they understand and by circulating during activity to assist if there is any confusion.
- Instructors will give feedback to students based on their work.

Summative Assessment:

(How will students demonstrate their learning of this competency once “mastered?”):

- Instructors will check to see if students were able to present a script based on collaboratively created criteria.
- Instructor will check to see if students were able identify bias in real media examples, and illustrate the opposite in the scripts.

Enactivism:

- Relevant: This lesson, as well as the series of lessons we will be teaching in total, on perspectives in the media is relevant to students because the media is a immediate part of their culture. Students engage in various forms of media on a daily basis. It is important for students to gauge whether or not the perspectives represented in media are valid, and for to think critically about the media and whose perspectives are being left out of the “story.”
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Exit Slip

Thank you so much for having us and participating in our lessons!
We would love it if you can tell us about how **we** did throughout these visits!

Please Answer a few questions:

1. Did you enjoy our lessons and why or why not?
2. What could we do next time to improve our lessons?
3. Did you learn something in our lessons, and if so what?

Resource Critique:

1. These images were used to demonstrate perspectives. Students viewed these images, and engaged in a conversation where they shared what they saw in the images. They were effective elements of our lessons, in that they appropriately represented subtle but different perspectives. These images were found online, and are available to the public on the following websites:
https://en.wikipedia.org/wiki/Ambiguous_image
<http://www.opticalillusioncollection.com/2011/07/young-princess-or-old-woman.html>



2. This Gap Jeans advertisement was used for student viewing. Students identified the purpose of this type of media, as well as biases in the advertisement; what it was selling, and who was its target audience. Whose perspectives were “left out?” The picture served its purpose in aiding students to think critically about perspectives in media, however, some students were uncomfortable viewing this type of media exposure. This image is available online at the following web location:
http://www.utalkmarketing.com/pages/article.aspx?articleid=14994&title=gap_‘born_to_fit’_campaign_sets_benchmark_for_social_media_marketing



3. The following Coca Cola commercial was viewed by students, to engage in critical thinking skills in order to identify the biases in the video and the perspectives not taken into consideration. There were many aspects in the video to aid students in understanding the purpose of the showing; they were able to make many conclusion based on the content of the video. The video is available on YouTube at the following web location:
<https://www.youtube.com/watch?v=HUzPwIP9BqE>