11th Grade Media Literacy Planning

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.

[CCSS.ELA-LITERACY.RI.11-12.5](http://www.corestandards.org/ELA-Literacy/RI/11-12/5/)  
Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

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| Monday | Tuesday | Wednesday | Thursday | Friday |
| Students will be able to…  -discover new grammar rules and edit for clarity  -understand purpose, audience, and content  -familiarize with ethos, pathos, and logos  Journal: MUG Shot and Brainstorm- What is “author’s purpose?” How can you identify author’s purpose?  Lesson- Types of authors purpose and rhetorical context  Identify author’s purpose, audience, and content in three provided texts with a common theme: loneliness and isolation. (Group work) | Continued objectives from yesterday.  Journal: Reflect on the readings from yesterday. What types of things does the author do to communicate his or her purpose?  (Finish reading and identifying)  Chart as a class.  Quick Write and conversation: Why is it important to identify purpose, audience, and content when writing? How might that change how you write?  Write a \_\_\_\_ type of \_\_\_\_ | Students will be able to…  -understand ethos and logos  -analyze for ethical and logical appeals  -learn new vocabulary  Journal: What might you need in order to prepare for vocabulary?  Vocab presentations  Vocab activity  Presentation on ethos and logos  Common Lit activity, ethos and logos | Students will be able to…  -understand pathos  -analyze for pathological appeals  Journal: The morpheme “path” is from the Latin “to feel.” What might pathos mean?  Pathos analysis  (I am Very Real, Common Lit) | Independent reading  Students will be able to…  -review purpose, audience, and content  Journal: What might the Purpose, Audience, and content be of your independent reading? How do you know?  Reading  Exit Ticket- How did the author use ethos, pathos, or logos to further theme? |
| Journal: Grammar MUG shot  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) * 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 fake news on the board. Have students identify whether it is fake, biased, or satirical | 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?  IBP Work day | Vocab presentation  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?  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 brought in) | Journal: How should we talk to one another? What are some rules we should follow?  Team-up fishbowl  Exit Ticket: What did you learn about news? What did you learn about talking to one another? | Independent reading |
| Journal: Grammar MUG shot and 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?  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  Final writing work time for those who completed Paideia discussion  Paideia Discussion for those who did not complete background work for Friday (3rd block ONLY)  Verbomania 4.2 Words 1-5? | 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  IBP/Final assignment work day | Vocabulary Presentation  Journal: to be determined based off student interests  PROVIDE FINAL RUBRIC  Writing/Peer Editing INTRODUCTION INTO PEER EDITING) | Final Project Due  Group set-up  Final group reflection “paper” (Completed in class)  Finish up with independent reading | Independent reading |