Lesson Skill: Media literacy with focus on strategies for collaboration

Strand   Communication — Speaking, Listening, Media Literacy

SOL   9.1, 9.2, 9.4

                 10.1, 10.2, 10.4

                 11.1, 11.2, 11.4

                 12.1, 12.2, 12.4

Materials
- Computers with Internet access and digital presentation programs
- Copies of sample book or movie reviews from newspapers, magazines, online blogs or Web sites (or the ability to project Web sites on a screen for the class to read). Include some examples in which author bias might occur (e.g., those appealing to a stereotype).
- Flash drives or means for students to save works in progress
- Copies of various novels or short stories that student groups have read (2-3 students per group)

Lesson
1. To prepare students for evaluating literature, they read and analyze book and movie reviews. Distribute copies or project samples on a screen of recently published reviews. Students focus on authors' intentions and presentation of facts and opinions. After reading, discuss the following questions:
    - What is each author's purpose or intended effect?
    - Is there a noticeable relationship between an author's intent and his/her use of factual content and opinion?
    - How are values and points of view included or excluded in the articles?
    - How does the media influence beliefs and behaviors?

2. Students create their own review in the format of a digital presentation to share with the class. In small groups, students evaluate a text, such as a novel or short story, and determine whether or not they would recommend the literature to their peers. Students include the following content in the presentation:
    - Basic information about the story (setting, characters, themes, brief plot summary)
    - Each partner's personal response and opinion of the literature
    - Actual media responses to the literature (newspaper, magazine, blogs, or Web sites)
    - Final recommendation for the class

3. Once groups have organized information, students select a digital medium for the group presentation. Encourage them to search the Internet for options, as many Web sites offer free services to create digital storybooks or interactive digital posters. The formal presentation includes the following traits:
    - Vocabulary, language, and tone appropriate to the audience, topic, and purpose

- o Details, illustrations, statistics, comparisons, and analogies to support the presentation
- o Final editing of grammar/written text, as well as the chosen digital format

4. Provide the students with adequate time to prepare the presentations.

5. All groups present a literature review to the class. As groups present, classmates complete a peer evaluation, based on the following questions:
   - o What is the purpose of the group's presentation? Is the recommendation clear?
   - o Does the group use adequate detail and support in the presentation?
   - o Is the digital presentation presented with neatness and clarity?
   - o Is the presentation effective? Will you read/not read the piece based on their recommendation?

6. Finally, the students complete a self-evaluation. After presenting as a group, each group member completes an evaluation, based on the following questions:
   - o What is the purpose of your presentation? Is your recommendation clear?
   - o Does your group use adequate detail and support in the presentation?
   - o Is your digital presentation edited for neatness and clarity?
   - o Was your presentation effective?
   - o Describe your group's collaboration. What worked well? Not well? What could you change for future collaborative endeavors?

Strategies for Differentiation
- Graphic Organizers — writing the literature review, peer evaluation, and self-evaluation
- Model a literature review with a children's book
- Model a movie review using a commonly viewed teen interest film