

# Lesson Skill: Research project embedded with media literacy

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**Strands** Media Literacy, Research

**SOL** 6.3, 6.9  
7.3, 7.9  
8.3, 8.9  
9.2, 9.8  
10.2, 10.8  
11.2, 11.8  
12.2, 12.8

## Materials

- A variety of sources (for student research)
- Characteristics of Media Messages chart (attached)
- Online Resource Evaluation (attached)
- Primary and Secondary Sources Guide (attached)
- Research Design Cycle Plan (attached)
- Public Service Announcement Rubric (attached)
- Internet access
- LCD projector
- Computer lab

## Lesson

1. Explain to students that they will be producing a research product in the form of a public service announcement (PSA). Present four examples of public service announcements to familiarize students with them.
2. Distribute the Characteristics of Media Messages chart. Introduce the characteristics: fact, opinion, word choice, visual images, and persuasive techniques. Explain that the goal of each PSA is to use each of the characteristics to effectively convey a specific viewpoint.
3. Replay the four PSAs, and have the class use the Characteristics of Media Messages chart to identify the viewpoint, analyze the characteristics, and evaluate the effectiveness of each PSA. After the first PSA is replayed, model, by thinking aloud, the viewpoint being expressed and the characteristics. Record the responses on the class chart. As a class, discuss the information on the chart to determine the effectiveness of the PSA.
4. In groups of three, have students analyze and evaluate the remaining three PSA's and record the information on their charts. Have a class discussion to clarify and confirm student responses.
5. Review the purpose of a PSA before students create a PSA of their own. Talk about the characteristics of a PSA and the importance of effectively using them to convey a specific viewpoint.

6. Have students brainstorm possible viewpoints that could be expressed in a PSA, and record their ideas on a class list. Pair students, and explain that they are going to research a topic for their PSA. Tell them that they need to collect information from multiple sources including online, print, and media using appropriate databases and Web-based sources. Discuss the importance of determining the credibility of an online source. Distribute copies of the Online Resource Evaluation to be used to evaluate the credibility of online sources.
7. Refer to one of the viewpoints expressed in one of the PSAs evaluated by the students earlier in the lesson. Display an online source that explores the topic of the PSA. Using the Online Resource Evaluation, model, by thinking aloud, how to evaluate the source. Record responses onto the evaluation form. Repeat with a different online source.
8. Have student pairs find three possible online sources they may use to research their topic, and have them evaluate the credibility of each source using the Online Resource Evaluation. Talk about primary and secondary sources, and explain that researchers use both, just as they will. Create a Venn diagram to compare and contrast the two types of sources, and include examples of each. Introduce four possible sources, and using the Primary and Secondary Sources Guide, have pairs determine whether each source is a primary source or a secondary source.
9. Using relevant school databases and the Internet, have partners begin researching information for their PSAs. At least four sources must be used.
10. Distribute the Research Design Plan for students to complete as they plan, organize, create, and reflect on their research products.
11. Have students recreate the Characteristics of Media Messages chart on loose-leaf paper, and have as they research their topics, have them record information for their PSA's onto the chart. Tell them that they are required to include a minimum of eight facts from at least three of the research sources. Have them use the chart to plan the use of visual images, persuasive technique(s), word choice, and opinions included in the PSA.
12. Refer students to a virtual reference service. Students use this resource to cite their sources using MLA/APA format.
13. Have students organize the details from the Characteristics of Media chart, and map out their PSA by creating a storyboard. Explain that a storyboard is used to arrange and sequence their images and text.
14. Have students use multimedia software to produce their PSAs.

### **Strategies for Differentiation**

1. Have gifted students choose both primary and secondary sources to use in their research. Have them compare the two different sources and discuss which is the most effective and why, as part of their research product.
2. Ideas for differentiation for students with disabilities:
  - Place students in small groups, and have them identify a different characteristic in the PSA—fact and opinion, word choice, visual images, and the persuasive techniques.
  - As a large group, identify and discuss the viewpoint of the PSA.
  - Have small groups come together to share what they identified in the PSA. Have them record their findings on a chart paper using the same format as the Characteristics of Media Messages Chart.

*English Enhanced Scope and Sequence*

- In a class discussion, explain the effectiveness of the PSA.
- Provide a list of specific topics as well as Web sites to use for finding information.
- Provide options for students to create a PSA by using a different medium other than video, such as a slide presentation, print ad, or other presentation tool.

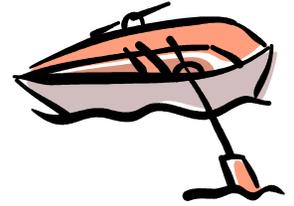
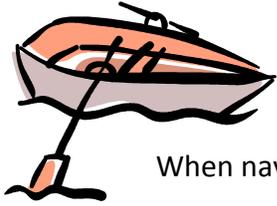
## Characteristics of Media Messages Chart

**Directions:** Identify the examples of the following characteristics in the viewed Public Service Announcements (PSAs).

<b>Characteristics</b>	<b>Examples from PSA 1</b>	<b>Effectiveness</b>	<b>Examples from PSA 2</b>	<b>Effectiveness</b>
<b>Facts</b>				
<b>Opinion</b>				
<b>Word Choice</b>				
<b>Visual Images</b>				
<b>Persuasive Technique</b>				
<b>Viewpoint</b>				

*English Enhanced Scope and Sequence*

<b>Characteristics</b>	<b>Examples from PSA 3</b>	<b>Effectiveness</b>	<b>Examples from PSA 4</b>	<b>Effectiveness</b>
<b>Facts</b>				
<b>Opinion</b>				
<b>Word Choice</b>				
<b>Visual Images</b>				
<b>Persuasive Technique</b>				
<b>Viewpoint</b>				



## Online Resource Evaluation

When navigating through an ocean of information, make sure to use the OAR!

### Objectivity



What is the purpose of the Web page: to inform, to persuade, to entertain, to instruct, to sell?

Is the information current? How current are the sources or links?

Is the Web page well-organized? Is the information easy and fast to access?

### Authority



Who is the person or organization responsible for the Web page?

Does the author have a qualified background or education to write on this topic?

Is the domain appropriate for the content of the Web page (.gov, .org, .edu, .com)?

### Reliability



Is a balance of perspectives represented? Is the information objective or subjective?

Are all facts accurate and cited for sources? Does the Web page reflect opinion or bias?

Could the information be meant as a parody, humorous, or satirical?

## Primary and Secondary Sources Guide

**Directions:** Use the guide questions below to help you determine if a source is considered primary or secondary.

Primary Source—an original document or a firsthand or eyewitness account of an event

Secondary Source—discusses information originally presented somewhere else. Secondary sources provide analysis, interpretation, or evaluation of the original information.

1. Describe the type of document (letter, diary, record, etc.).

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2. What is the date or time period of the document?

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3. Who is (are) the author(s), if known?

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4. Describe the type of information found in this document (seasonal or daily activities, specific event, type of record, views or feelings).

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5. Determine why this document was written by answering the questions below.

How was the author involved? Was he/she a participant, observer, or other? Explain.

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Was the author writing an eyewitness account, a secondhand account, a personal reaction, or other? What clues are given? If an event, how long between the event described and the recording of it?

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Who was the intended audience? Was it for the public, a specific group, a specific person, or personal? How do you know?

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6. What information can you gather from the document?

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7. What facts are known about the author? Describe the author's point of view. Was the author trying to influence someone or something?

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8. What other sources might support the information in this document?

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9. What questions does this document raise for you? What, if any, information surprised you? Why?

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10. What did you learn? Were you able to determine if it was a primary or secondary source? Explain.

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## Research Design Cycle Plan

**Investigate: Question, research, access prior knowledge.**

Sources used for research product (record sources using MLA/APA format)

\* minimum of four sources:

Questions we asked ourselves while searching for information on the PSA:

What we already knew about the topic:

**Design: Brainstorm, evaluate, select.**

The best idea for the research product:

The materials needed to create the research product:

**Create: Implement the plan.**

The steps needed to organize the pieces of the research product using appropriate techniques and equipment:

**Reflect: Examine the experience.**

The strengths of the research product:

The areas of improvement for the research product:

## Public Service Announcement Rubric

Partners \_\_\_\_\_ PSA \_\_\_\_\_

Viewpoint \_\_\_\_\_

CATEGORY	Strong 4 points	Proficient 3 points	Developing 2 points	Beginning 1 point	Score
<b>Facts</b>	8 powerful facts and/or statistics	6 facts or statistics	4 or less facts or statistics	Lacks statistics or information	
<b>Solutions/Advice</b>	3 powerful solutions or advice	3 solutions or advice	2 solutions or advice	Lacks substantial solutions or advice	
<b>Visual images</b>	Creates a rich emotional response that matches the story line	Creates a rich emotional response that somewhat matches the story line	Does not create a rich emotional response that matches the story line	Does not create an emotional response	
<b>Sound—music or voiceover</b>	Music (voice) stirs a rich emotional response that matches the story line well.	Music (voice) stirs a rich emotional response that somewhat matches the story line.	Music (voice) is ok, and not distracting, but does not add much to the story.	Music (voice) is distracting, inappropriate, or was not used	
<b>Word choice</b>	Words stir a rich emotional response that matches the story line well.	Words stir a rich emotional response that somewhat matches the story line.	Word choice is ok, and not distracting, but does not add much to the story.	Word choice is distracting, inappropriate, or words were incorrectly used	
<b>Use of copyrights</b>	All URLs for research, solutions, images, music are in the credits.	Most URLs for research, solutions, pictures, music are in the credits.	Some URLs for research, solutions, pictures, and music are in the credits.	URLs for research, solutions, pictures, music are missing in the credits	
<b>Product</b>	The PSA is 45–60 seconds long.	The PSA is slightly over/under 45–60 seconds.	The PSA is really over/under 45–60 seconds.	There is no product.	
<b>Design Cycle Plan</b>	Strong evidence of planning, organizing, and of thoughtful reflection	Evidence of planning, organizing, and of reflection	Little evidence of planning, organizing, and of reflection	No evidence of planning, organizing, or of reflection	

Score \_\_\_\_\_ /32  
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