

Lesson Skill: Creating a research project with embedded media literacy

Strand Media literacy, Research

SOL 9.2, 9.8
10.2, 10.8
11.2, 11.8

Materials

- Speeches (see list below)
- Access to Internet
- Access to the school media center
- Examples of visual mediums
- List of historical sources
- *Examination of Media Influences* chart
- Venn diagram
- Media Message Design Cycle
- Available multimedia software
- Curriculum Framework, 11.5

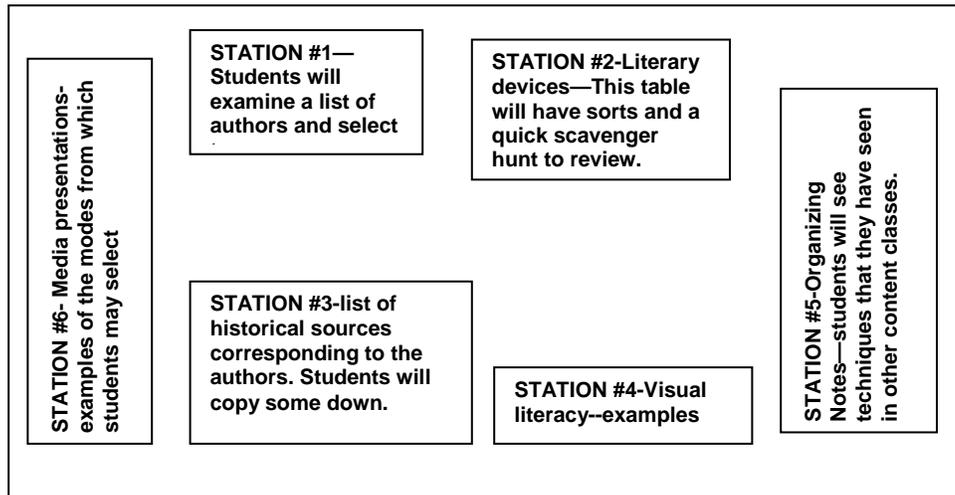
Lesson

1. Arrange students in pairs.
2. Present students with the following choices of speeches (teachers may select additional speeches).
 - Franklin Roosevelt—after Pearl Harbor
 - George Washington—Farewell to Public Service
 - Winston Churchill
 - Martin Luther King Jr.
 - Adelaide Stevenson—Cuban Missile Crisis
 - Patrick Henry
 - Richard Nixon—the Checkerboard Speech
 - Abraham Lincoln—Gettysburg Address
 - Golda Meir—Israel’s Independence
 - J.F. Kennedy’s—Inaugural Address
 - Mother Teresa
 - Ronald Reagan—Fall of the Berlin Wall
 - Margaret Thatcher
 - Einstein—Nuclear Dangers
 - President Obama—Inaugural Address
 - Oppenheimer—Unleashing of Nuclear Weapons
 - Thomas Jefferson
 - Thomas Paine
3. Distribute the Examination of Media Influences Chart. Review each of the categories. Explain that as students rotate through the stations, they will encounter the ideas from the speeches

presented on the chart. In addition, pairs must select a speech after rotating through the stations.

4. Arrange students at stations. Students discuss the ideas at each station and rotate to review the types of persuasive techniques used by authors. The stations also provide sources for background information to better understand the historical and cultural significance of the speeches.

Overview of Stations



5. After students have rotated through the stations, pairs record their selected speech onto the Examination of Media Influences Chart. After partners have recorded their selected speech, instruct them to read the speech carefully to
 - o Select two quotations from the speech that convey the author's point of view on the topic
 - o Record rhetorical/persuasive techniques and examples from the texts
6. Pairs collaborate to develop questions exploring the historical context of the speeches.
7. Pairs find a visual medium that addresses the same topic as the speech. After pairs have selected the visual media, they select details that convey the point of view.
8. Partners create a Venn diagram to compare and contrast the way the mediums (speech vs. visual) convey their messages. The Venn diagram focuses on word choice, persuasive techniques, details, and angles.
9. Students research the historical and cultural period of the speech they selected. Research is driven by the questions the pairs created.
10. Based upon their research of the historical period of the speech, partners collaborate to create a multimedia message that conveys their point of view on the topic explored in the speech and visual medium.
11. Distribute the Media Message Design Cycle. Partners reflect upon the information collected during their analysis and research to plan and create their own multimedia message that explores the same topic.
12. Establish the following guidelines for the media project:
 - o Include quotations from the author that identify the topic and point of view

- Show historical and cultural connection to the author or time period of the speech
- Use unique diagram or original graphic organizer showing the rhetorical and persuasive techniques – in some way addressing effectiveness—comparing the styles of the verbal vs. visual mediums.
- Employ visual media about the same topic
- Ask rhetorical question connected to the authors' topic
- Take a stand on the authors' point of view and support it with today's world perspective and cultural connection through an original multimedia message
- Include in the final frame(s) visual media about the same topic in today's society

13. Students cite their information in the correct format and include a bibliography.

Strategies for Differentiation

- Limit the number of speech choices
- Already have the speeches paired for the use of the Venn diagram
- Provide written copies as well as audio recordings of the speeches
- For the media project, eliminate the unique diagram or original graphic organizer. Use a Venn diagram to compare the verbal vs. visual media
- For the media project, the students will choose a rhetorical question from a list provided by the teacher
- Provide a citation Web site (Internet search)

Examination of Media Influence Chart

	Verbal message	Visual message
Title		
Audience		
Major ideas		
Beliefs expressed		
Point of view		
Word choice		
Persuasive Techniques		
Images		

Media Message Design Cycle Plan

Process		Responses
Investigate	<p>Sources used:</p> <p>These are the questions asked while searching for the historical and cultural context:</p> <p>What we already knew about the topic:</p>	
Design	<p>The best idea for the presentation:</p> <p>The materials needed to create the presentation:</p>	
Create	<p>Steps taken to organize the presentation using the appropriate techniques and equipment:</p>	
Reflect	<p>The advantages of using this particular medium to create the presentation:</p> <p>The strengths of the presentation:</p> <p>The areas of improvement for the presentation:</p>	