**Subject area/course**: ELA

**Grade level/band**: 9-12

**Task source**: New Hampshire Task Bank; Authors: QPA Team - CCE, NCIEA, NHDOE, NH educators

**Common Analysis of Media**

**TEACHER'S GUIDE**

1. **Task overview**:

Compare and contrast how multiple types of media portrayed a current event, analyzing how words, or sounds, and still or moving images are used in each medium. The literary essay should be between 3-5 pages (5-8 paragraphs).

Essential questions:

1. Why is it important to seek information from multiple sources and types of media before forming an opinion?
2. How can we identify bias?
3. How do we know a source is reliable?
4. **Aligned standards:**
5. **Primary Common Core State Standards**

**Overarching anchor concepts:**

**CCSS Writing:** Write effective informative texts to examine and convey complex ideas for a variety of purposes and audiences.

**CCSS Reading:** Analyze and critique a variety of increasingly complex print and non-print literary texts.

**Specific standards:**

**CCSS.ELA-LITERACY.RI.9-10.7** Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

**CCSS.ELA-LITERACY.RI.9-10.6** Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

**CCSS.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.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**CCSS.ELA-LITERACY.W.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**CCSS.ELA-LITERACY.W.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

1. **Secondary Common Core State Standards**

**CCSS.ELA-LITERACY.RI.9-10.2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**CCSS.ELA-LITERACY.RI.9-10.3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**CCSS.ELA-LITERACY.RI.9-10.5** Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

**CCSS.ELA-LITERACY.RI.11-12.2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**CCSS.ELA-LITERACY.RI.11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

1. **Critical abilities**

**Research:** Conduct sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and demonstrate understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, use advanced searches effectively, and assess the strengths and limitations of each source in terms of the specific task, purpose, and audience.

**Analysis of Information**: Integrate and synthesize multiple sources of information (e.g., texts, experiments, simulations) presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to address a question, make informed decisions, understand a process, phenomenon, or concept, and solve problems while evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

1. **Other standards**

*New Hampshire Competencies*

**ELA Competency 4. Writing:** Students will demonstrate the ability to effectively write informative texts to examine and convey complex ideas for a variety of purposes and audiences.

**ELA Competency 2. Reading:** Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts- including texts for science, social studies, and technical subjects.

1. **Time/schedule requirements:**

This task is estimated to take about four weeks, depending on scheduling.

1. **Materials/resources:**
* Students will be provided with examples from previous classes.
* Students will be provided with a graphic organizer to organize the evidence they have pulled from different media.
* Students will be provided with a list of possible topics with the option of choosing their own appropriate and relevant topic.
1. **Prior knowledge:**

This is a common task and rubric for media analysis. The prompt can be changed depending on the grade level. However, this task was designed with the intention of completing it mid-year after a unit about writing for different media.

1. **Connection to curriculum:**

None provided.

1. **Teacher instructions:**

**Teacher Directions**

* Prior unit(s) on writing for different types of media, prior conversation about bias.
* Introduce the task and timeline. Provide the graphic organizer for extra support, if necessary. Show an example from a previous class. Give a list of possible topics. (1 day)
* Initial Check-In on topic (due in class).
* Work Day in Computer Lab facilitated by teacher (1 day).
* Check-In on types of media students will be using for each project as an exit slip following the in class work day.
* Students complete first draft to be turned in and commented on by the teacher.
* Collect and grade final draft.
* Allow for one round of revisions, writing is an iterative process.

**Sample Unit**

* Week 1: Introduce the task and timeline, show an example, give a list of potential topics. Topic selection to be approved by teacher at the end of week one.
* Beginning Week 2: Work Day in computer lab to choose types of media. Exit slip due with types of media chosen.
* Middle Week 3: First draft due to teacher for comments.
* Beginning Week 4: Draft returned to students with comments.
* End Week 4: Final Draft Due to teacher.
1. **Student support:**

Accommodations will be given according to the IEP’s in the classroom. Samples include:

* More time
* Graphic organizer to organize evidence from the two types of media examples

Possible formative assessments leading up to task:

* One (1) Check-In for event/topic approval
* One (1) Check-In for types of media approval
* One (1) Class Day for research facilitated and overseen by teacher
* One (1) Draft Paper Due and collected and commented on by teacher
1. **Extensions or variations:**

None provided.

1. **Scoring:**

Student work can be scored using the Common Analysis of Media rubric.