**Building Media Literacy**

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| **Class: United States Government** |
| **Unit:** **Citizenship** |
| **Lesson Title or Topic/Essential Question:**Why is media literacy an important skill for an American citizen? How is it essential to the maintenance and improvement of our constitutional, democratic republic? |
| **Estimated Classroom Time Required for the Lesson:**Nonspecific: Integrate within Citizenship Unit and reinforce in subsequent units.  |
| **Content Standard Alignment:** **​​**[CCSS.ELA-LITERACY.RH.11-12.7](http://www.corestandards.org/ELA-Literacy/RH/11-12/7/)Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) to address a question or solve a problem.Idaho SDE Social Studies Standard 9-12.G.4.3.1 Explain the ways in which individuals become citizens and distinguish among obligations, responsibilities, and rights.      |
| **Lesson Objectives/Instructional Outcomes:**Students will:* Understand the history of the media and how it influences American politics.
* Summarize the Fairness Doctrine and what Section 230 contains.
* Explain why both the Doctrine and Section 230 are controversial.
* Understand their duty of looking at multiple perspectives regarding the same issue, to become an informed citizen of the United States.

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| **Lesson’s Relationship to Unit Structure:** After learning about the three branches of government and having a firm understanding of the First Amendment, students will be introduced to how the media affects politics. Students will learn how the media has changed over time and of their responsibility to be an informed citizen, to preserve our constitutional democracy. This unit will also be used as an entry point to discuss the impartiality of the judiciary. Although the executive and legislative branch can use media to help further their agendas, the judiciary must remain impartial. Media reports on court cases need to be focused on the reasons for the decision (the “Rule of Law”) and less on the outcomes. As students gain media literacy skills, they will be able to recognize loaded language, tribalism, and bias in media and become better informed American citizens. |
| **Instructional Materials/Resources:**Vocabulary: Fairness Doctrine, FCC, Red Lion Broadcasting Co. v. FCC, Section 230(C)(1), Section 230(C)(2), media literacy, biasMaterials:* [Slide Deck on the History of Media](https://docs.google.com/presentation/d/1uARJK0ktXcFky__R9xnR6nOnHs5bN2CRh8g0wUZnt5U/edit?usp=sharing)
* [Media Bias Chart](https://adfontesmedia.com/static-mbc/?utm_source=HomePage_StaticMBC_Image&utm_medium=OnWebSite_Link)
* [Note Catcher](https://docs.google.com/document/d/1NjNAE1uOBslLVmPu1gGzPdOnE8MMiE5m29nLuVGJw8Y/edit?usp=sharing)

Note:Below Grade Level Students will work with three articles at their reading level.Above Grade Level Students will work with materials prepared from [C-Span Lesson on the Fairness Doctrine](https://www.c-span.org/classroom/document/?2287).    |
| **Methods and Instructional Strategies** |
| **Concept Prerequisites:**A thorough understanding of the First Amendment and the three branches of government.  |
| **Anticipated Student Misconceptions:**That their news outlet is the only trusted source. That the judiciary has a political agenda.    |
| **Introduction/Anticipatory Set:*** As students enter the room, have them take a poll on what source they or their parents most use to be informed about current events. This could be an anonymous *Google Form* or a *Poll Everywhere* question.
* Next, review the First Amendment and what freedom of the press means.

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| **Instructional Activities:*** Present the [slide deck](https://docs.google.com/presentation/d/1uARJK0ktXcFky__R9xnR6nOnHs5bN2CRh8g0wUZnt5U/edit?usp=sharing) to students.
* Students will then choose a left leaning, a right leaning, and a middle of the road article regarding the same topic.
* Students will analyze the articles using the [note catcher](https://docs.google.com/document/d/1NjNAE1uOBslLVmPu1gGzPdOnE8MMiE5m29nLuVGJw8Y/edit?usp=sharing).

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| **Differentiation According to Student Needs:**Below Grade Level Students: Please pre-choose and present students with three articles at the appropriate reading level.Above Grade Level Students: Please select materials from [C-Span Lesson on the Fairness Doctrine](https://www.c-span.org/classroom/document/?2287), as an enrichment activity.If needed, group students heterogeneously. Lower level students can be assisted by their classmates. |
| **Wrap Up- Synthesis/Closure:**Students will share their analysis with peers, and discuss the questions raised in that analysis. Their exit ticket will be to summarize and share what they learned from this activity and how they might consume media differently in the future.      |
| **Assessment (Formative and Summative):** Formative Assessment: Students will participate in the lecture and complete note catchers.Summative Assessment: At the end of the unit, ask students to select and write on one of the following questions:* Why is media literacy an important skill for an American citizen?
* How is it essential to the maintenance and improvement of our constitutional democracy?
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| **Extension and Evaluation of the Lesson** |
| In the follow up activity, students will review the three branches of government and discuss the media’s role in educating the public about the work of an independent and impartial jury. Students will continue working on their media literacy skills throughout the semester and analyze articles about politics and judicial decisions. |