Job Interviewing Skills Using News Literacy Concepts
News Literacy Lesson
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Objective
By the end of the unit 100% of the students will deconstruct a current and historical news broadcast by completing the Deconstruction Exercise Form and will define the motive behind the presentation.

News literacy terms to be incorporated:
Refer to Slides:
- Deconstruction
- The power of images
- Balance, Fairness and Bias
- I'M VAIN
- Reliability of the Sources

Introducing the Lesson
Students will observe a skit of a job interview and will discuss why they would or would not hire the candidate. The teacher will ask the students how many have jobs. The class will discuss the unemployment situation in America.

Standards Met in the Lesson
Common Core State Standards 8.SL.2
Students will analyze the purpose of information presented in diverse media (e.g. visually, quantitatively,, orally) and evaluate the motives (social, commercial, political) behind the presentation.

Corresponding College and Career Readiness Anchor Standard
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.

Summarizing The Lesson
Concepts such as the power of images, I'M VAIN, and the deconstruction process will be reinforced through small group ending with a whole group or "big brain" discussion. Students will work in small groups with a facilitator leading the discussion based on the assigned concept. A graphic organizer or a KWL chart could be used to address the diverse learners in your classroom and to facilitate group presentations when students share out.

Students will watch the news clip again and will use the Deconstruction Form to analyze the news broadcast.

The question: "Is the story fair?" will be used to discuss the issue of fairness in this particular news report. Students will need to state if the sources cited are authoritative and informed and/or independent and why. This will serve as a review and to reinforce previous concepts taught in News Literacy.

Students will view a uniTyV clip to filter information and will focus on the part of the broadcast that speaks about people losing jobs. GroupS will reconvene to discuss the news report.

Evaluation Activity
Using the Deconstruction Method Form and strategies of Backwards Design, learning students will prepare a historical news broadcast that incorporates the principles of good news reporting and discusses the issue of unemployment in the history of the United States.