

English I News Literacy Lesson Plan

Written By: Robert Arnold – Memphis Academy of Science and Engineering –
Memphis, TN

News Literacy Summer Institute 2011

Objectives:

- TLW analyze newspaper articles for reliability and credibility.
- TLW write a persuasive essay. Writing Prompt: Is War Necessary?
- TLW recognize words that utilize the Latin prefix “Anti-.”

State Standards:

- **SPI 3002.3.10** Identify a statement that reveals the writer’s attitude.
- **SPI 3002.3.12** Determine the writer’s purpose in a writing sample.
- **SPI 3002.4.2** Differentiate between primary and secondary sources.
- **SPI 3002.4.3** Evaluate the reliability and credibility of sources for use in research.
- **SPI 3002.3.6** Determine the most effective placement of information using a prewriting graphic organizer.
- **SPI 3002.1.14** Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.

News Literacy Skills:

Evaluate / deconstruct newspaper articles using I’M VAIN.

Interest Problem/ Student Relation/ Motivation:

Compare today’s antiwar protesters to the Vietnam War protesters

Videos:

Anti- Iraq War (Associated Press)

http://www.youtube.com/watch?v=x4q_04BDZos

Anti- Iraq War (Fox News) <http://www.youtube.com/watch?v=P5flFR7a3ZI>

Anti – Vietnam War (Video) <http://www.youtube.com/watch?v=ITJgMmHZNYQ>

Historical Context: (Protesting the War)

<http://www.youtube.com/watch?v=q1vJqTN-qVI> (Tet Offensive Video)

http://www.youtube.com/watch?v=WvOqSZqa0_Q (Anti- Vietnam War Movement)

Materials and articles:

- New York Times: “Vietnamese Say G.I.’s Slew 567 in Town”
- New York Times: “250,000 War Protesters Stage Peaceful Rally in Washington; Militants Stir Clashes Later”
- NYTimes Magazine: “And Now the Vietnik”
- NYTimes Magazine: “Burner Burned”
- NYTimes Magazine: “The Banners of Dissent”

Activities 1 - 3:

1. Guided Practice: Teacher and student evaluate motivation videos and an article as a class using I’M VAIN.
2. Group Practice: The students evaluate an article as a group using I’M VA/IN and answer response questions.
3. Independent Practice: The student will evaluate an article using I’M VA/IN and answer response questions.

Formative Assessment for assignments 1-3:

1. Guided Practice: The teacher evaluates the students’ verbal answers.
2. Group Practice: The teacher evaluates each group’s answers. Each member completes a response sheet. One member presents the answer per group.
3. Independent Practice: The teacher evaluates the student’s written responses.
Peer assessment: The students evaluate each other’s paper.
Individual Assessment: The student evaluates his/her paper according to a “standard” class assessment tool.
IEP Assessments are based on the individual student’s need.

Activities 4 - 7:

4. The student will create a graphic organizer for the following writing prompt: “Is War Necessary?”
5. The student will create an outline for the writing prompt “Is War Necessary?”
6. The student will create a rough draft.
7. The student will revise rough draft and create a final draft.

Formative Assessment Activities 4-7:

4. Graphic Organizer: The teacher assesses for brainstorming and organizational skills.
5. Outline: The teacher assesses for organizational skills, the student’s ability to create a thesis statement, and his/ her ability to use transitional statements.

6. Rough draft: The teacher evaluates the student's writing, grammar, and oral communication skills.
7. Final draft: The teacher evaluates the student's writing, grammar, and oral communication skills.
Peer Assessment: The students evaluate each other's work.
Individual Assessment: The student evaluates his/her paper according to a "standard" class assessment tool.
IEP Assessments are based on the individual student's need.

Activity 8*

The students participate in a mock demonstration with speakers representing both Antiwar protesters and Anti – antiwar protesters. Each group consists of three speakers. (Optional: Each speaker must create a picket sign). The rest of the class serves as either supporters of the Antiwar protesters or the Anti-antiwar protesters.

Formative Assessment for Activity 8*

The teacher evaluates the student's ability to:

1. construct and defend his/her agreement.
2. Communicate clearly and effectively.
3. (Optional) create a complementary visual aid.

**Activity 8 adds a TN state standard on logic and rhetoric.*

Peer Assessment: Each student evaluates one group's mock demonstration according to a class rubric.

Individual Assessment: Each student evaluates his or her presentation according to a "standard" class assessment tool.

IEP Assessments are based on the individual student's need.

**Activity 8 adds a TN state standard on logic and rhetoric.*

Other suggestions:

TLW evaluate and critique current articles about Anti- Iraq war Protesters in America.

Iraq Articles:

Fox News: "Pro-War' Movement Springs Into Action"

ABC News: "Pro-War Supporters Take to the Streets"

USA Today: "Anti-war protesters rally across the USA"

I'M VA/IN = Acronym for deconstructing Articles

I = Independent sources are better than self-interested sources

M = Multiple sources are better than single sources

V = Sources who Verify are better than sources who assert: "I Know" vs. "I believe"

A & I = Authoritative/ Informed sources are better than uninformed sources

N = Named sources are better than unnamed sources.

Response Questions:

1. What is the main idea of the article?
2. What evidence did the reporter provide? (Is it direct or Indirect evidence?)
3. List the reporter's sources (people who were questioned).
4. Is each source authoritative (informed) or unreliable (uninformed)
5. Is each source independent (has no agenda) or self-interested (has an agenda)?
6. Are the sources named or unnamed?
7. Does the reporter tell us what he/she knows and what he/she doesn't know (transparency)?
8. Does the reporter place the story in context or gives us background information?
9. Does this article answer all the questions?
10. Based on the evidence, is the reporter's story fair?