

Title: Comparing and Contrasting Different Media for Content

Grade 11 University Preparation

Class Duration: 80 minutes

Purpose: To begin exploring different kinds of media to determine the meaning and message in each media and to determine if different media can convey the same or similar messages. This activity will help students understand that there are many and varied ways to convey meaning, impart knowledge or impart the same idea through the analysis and critical examination of the article and the cartoon. They will then be enabled to communicate their own ideas in more varied media.

Overall and Specific Expectations:

Reading and Literature Studies

Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning

Variety of Texts

1.1 read a variety of student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading

Using Reading Comprehension Strategies

1.2 select and use, with increasing facility, the most appropriate reading comprehension strategies to understand texts, including complex and challenging texts

Demonstrating Understanding of Content

1.3 identify the most important ideas and supporting details in texts, including complex and challenging texts

Making Inferences

1.4 make and explain inferences of increasing subtlety and insight about texts, including complex and challenging texts, supporting their explanations with well-chosen stated and implied ideas from the texts

Extending Understanding of Texts

1.5 extend understanding of texts, including complex and challenging texts, by making rich and increasingly insightful connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them

Reading With Fluency

Reading Unfamiliar Words

3.2 use decoding strategies effectively to read and understand unfamiliar words, including words of increasing difficulty

Developing Vocabulary

3.3 regularly use a variety of strategies to explore and expand vocabulary, discerning shades of meaning and assessing the precision with which words are used in the texts they are reading

Writing

Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;

Identifying Topic, Purpose, and Audience

1.1 identify the topic, purpose, and audience for a variety of writing tasks

Generating and Developing Ideas

1.2 generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate

Organizing Ideas

1.4 identify, sort, and order main ideas and supporting details for writing tasks, using a variety of strategies and selecting the organizational pattern best suited to the content and the purpose for writing

Using Knowledge of Form and Style: draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;

Sentence Craft and Fluency

2.4 write complete sentences that communicate their meaning clearly and effectively, skillfully varying sentence type, structure, and length to suit different purposes and making smooth and logical transitions between ideas

Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;

Spelling

3.1 use knowledge of spelling rules and patterns, a variety of resources, and appropriate strategies to recognize and correct their own and others' spelling errors

Vocabulary

3.2 build vocabulary for writing by confirming word meaning(s) and reviewing and refining word choice, using a variety of resources and strategies, as appropriate for the purpose

Grammar

3.4 use grammar conventions correctly and appropriately to communicate their intended meaning clearly and effectively

Producing Finished Works

3.7 produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations

Media Studies

Understanding Media Texts: demonstrate an understanding of a variety of media texts

Interpreting Messages

1.2 interpret media texts, including complex or challenging texts, identifying and explaining with increasing insight the overt and implied messages they convey

Evaluating Texts

1.3 evaluate how effectively information, ideas, themes, issues, and opinions are communicated in media texts, including complex and challenging texts, and decide whether the texts achieve their intended purpose

Materials: Handouts of article "Out of America – Harboring a grudge: the birth of US English" (<http://www.independent.co.uk/news/world/americas/out-of-america-harboring-grudge-the-birth-of-us-english-415339.html>) and the Calvin and Hobbs cartoon "Verbing Weirds Language" (or if there is classroom internet access, bring up article on Smartboard/computers)

Introduction: 10-15 minutes

Discuss with students the constant evolution of language and how language that they use everyday didn't exist 20 years ago. Give examples such as texting, e-mail and www.

Have them provide examples of words they believe are new or are being used in new ways. Brainstorm as a group and make a web/chart.

Group work: 30-40 minutes Brainstorming

Explain that we will be examining two different types of media that also discuss language. Handout texts and ask students to read them carefully to themselves. Put the students in pairs to discuss the following questions and have them record their answers for later use:

- 1) What do you think is the main point of the author in each work?
- 2) Do the messages of the two pieces have anything in common? Give reasons.
- 3) Do you think that a cartoon is able to convey the same ideas and meaning as a newspaper article? Give reasons.

Each student must make a copy of the brainstorming/answers.

They may use points, webs or any other note-taking technique they wish to use.

Individual work: 25-40 minutes Writing

Using the notes and ideas generated in the groups, each student is to write an independent essay that identifies and then compares and/or contrasts the messages of the article and cartoon. Use clear, effective sentences to explain your reasoning.

Essays are to be 1-2 single-spaced handwritten pages completed. 500-1000 words typed.

Due next class: all information generated for this assignment, including brainstorming and all rough drafts as well as the final essay.

Finish Early: Any student finishing early is encouraged to read independently and/or check the articles at these sites:

American Dialect Society picks 'tweet', 'Google' as top words for 2009, decade

<http://www.washingtonpost.com/wp-dyn/content/article/2010/01/08/ar2010010803692.html>

A Way with Words: Language and Human Nature

<http://www.npr.org/templates/story/story.php?storyId=14422701>

You may also search for related articles.

Category	Level 4	Level 3	Level 2	Level 1	Score
Sentence Structure	All sentences are well constructed with varied structure.	Most sentences are well-constructed and there is some varied sentence structure in the essay	Most sentences are well constructed, but there is no variation in structure.	Most sentences are not well constructed or varied.	
Grammar and spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	
Making Inferences	Student is able to make and explain inferences of increasing subtlety and insight about texts, including complex and challenging texts, always supporting their explanations with well-chosen stated and implied ideas from the texts	Student is able to make and explain inferences of increasing subtlety and insight about texts, including complex and challenging texts, usually supporting their explanations with well-chosen stated and implied ideas from the texts	Student is able to make and explain inferences of increasing subtlety and insight about texts, including complex and challenging texts, sometimes supporting their explanations with well-chosen stated and implied ideas from the texts	Student is able to make and explain inferences of increasing subtlety and insight about texts, including complex and challenging texts, rarely supporting their explanations with well-chosen stated and implied ideas from the texts	
Extending Understanding of Texts	Student demonstrates understanding of texts, including complex and challenging texts, by always making rich and increasingly insightful connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them	Student demonstrates understanding of texts, including complex and challenging texts, by usually making rich and increasingly insightful connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them	Student demonstrates understanding of texts, including complex and challenging texts, by sometimes making rich and increasingly insightful connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them	Student demonstrates understanding of texts, including complex and challenging texts, by rarely making rich and increasingly insightful connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them	
Evaluating Texts	Student is always able to evaluate how effectively information, ideas, themes, issues, and opinions are communicated in media texts, including complex and challenging texts, and decide whether the texts achieve their intended purpose	Student is usually able to evaluate how effectively information, ideas, themes, issues, and opinions are communicated in media texts, including complex and challenging texts, and decide whether the texts achieve their intended purpose	Student is sometimes able to evaluate how effectively information, ideas, themes, issues, and opinions are communicated in media texts, including complex and challenging texts, and decide whether the texts achieve their intended purpose	Student is rarely able to evaluate how effectively information, ideas, themes, issues, and opinions are communicated in media texts, including complex and challenging texts, and decide whether the texts achieve their intended purpose	
Participation and Group work	Used class time wisely and appropriately each day. Helped partner establish the best order for paper and provided clear revisions and feedback.	Was on task the majority of the time in class. Provided organizational help to partner and provided some feedback and revision.	Had to be reminded to stay on task more than 3 times. Was only somewhat helpful to partner and provided little feedback or revision.	Was off task the majority of class time and had numerous reminders. Was not helpful to partner and gave little to no feedback.	