**Lesson Plan # 1**

**Lesson Title: Progression of Prejudice in the Media**

**Name: Katie Draper**

**Introduction**

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| **Lesson Overview** | In this lesson students will look at the progression of media coverage in Bigger Thomas’ murder and critically examine media bias both in *Native Son* and in modern news sources |
| **Content Standards Addressed**  **(Common Core)** | CCSS.ELA-LITERACY.RL.11-12.1  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  CCSS.ELA-LITERACY.RL.11-12.3  Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| **Measureable Objective Based on Content Standards** | Students should be able to critically examine what makes a source reliable and unbiased.  Students should be able to examine how racial prejudices hindered the accurate representation of facts in Bigger’s trial |
| **Essential Question** | How does prejudice affect people’s actions? |
| **Prior Knowledge** | Major themes of prejudice in *Native Son,* basic knowledge of media outlets in the US, basic understanding of journalism, knowledge of the course of events in *Native Son* |
| **Link to 21st Century Skills** | Being able to critically evaluate online sources of both news and academic information. Awareness of possible biases in the media and thinking critically to form an opinion for oneself. |

**Assessment/Accommodation**

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| **Formative Assessment** | Observe students journal writing to see if they are making personal connections to the media  Monitor groups to ensure they are thinking critically about sources and what information might baised |
| **Summative Assessment** | Group’s timelines of media coverage of Bigger Thomas’ trial  Individual reflection on bias in the media |
| **Accommodations** | If students do not feel they have been given ample time to finish their journal reflections or final reflections they should be able to take their work home and bring it back for assessment the following day |

**Lesson Plan**

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| **Materials** | Native Son books  Projector for videos  Butcher paper for timelines |
| **Bell Ringer/Review Activity** | Reflection on personal relationship with media and perceived biases |
| **Detailed Activities and Procedures (with transitions and time allocations)** | 10 mins-**Journaling**   * How often do you watch/read/listen to the news? What sources do you go to? * How much influence on public opinion do you think the media has? * Define media * Do you think that the news is biased? Why? * Include 2 mins to share   10 mins-**Clips of Ferguson**   * Show clips from [Fox News](http://video.foxnews.com/v/3820048862001/ferguson-still-in-chaos-/#sp=show-clips) and [CNN](http://www.cnn.com/video/data/2.0/video/us/2014/08/26/ctn-pkg-sidner-impact-michael-brown-death.cnn.html)   15 mins-**Think-pair-share**  -Have students consider:   * How does each network portray the shooting at Ferguson? Do they appeal more to facts or emotions? * Do the reporters seem biased? Why? * Are you convinced by their argument? Why or why not?   \*\*Throughout the entire lesson, circulate the room and use teacher moves to draw out opinions and positively reinforce good thoughts. Ask a student or two if they would be comfortable sharing their thoughts.\*\*  20 mins-**Analysis of a news article in *Native Son;* Be a Bias Detective**  -Students will be divided into 6 groups and each assigned an article on Bigger’s crime   * P 206, 222, 243, 279, 341, 365   -Prompt: You’ve just been contacted by headquarters and they are frantic for an expert to consult for them as a bias detective in the murder case of Bigger Thomas. Your mission, should you choose to accept, is to analyze the news article with a critical eye toward possible prejudice and bias. Consider:   * Proven facts of the case at the time of each article * Inflammatory language (ask someone to define): what is it accomplishing and is it warranted? * Author’s perspective * How would the article make you feel about Bigger and the case if you didn’t have all the facts?   20 mins-**Regroup and create a timeline**  -The original 6 groups will regroup so there is one representative of the original six in each group. Students should then share their group’s analysis of their respective news article. Each group will create a timeline mapping out how the tone/view/focus of the story changes after each article  5 mins-**Group share of Timelines**  10 mins-**Personal Reflection on Bias in the media**  **-**Students should then reflect on 1) how the media manipulates it’s audience into agreeing with a certain viewpoint 2) how they plan on being a more critical consumer of news and media in the future |
| **Closure** | Journal article on media manipulation and being a critical consumer of media |
| **Alternate Strategies for Re-teaching Material** | Have students bring in a news article about something they are interested in and have them dissect that piece for possible bias.  Show a video clip and read an article on the same topic. Look at strategies for persuasion in print versus. on screen. |
| **References (within this lesson)** | <http://video.foxnews.com/v/3820048862001/ferguson-still-in-chaos-/#sp=show-clips>  <http://www.cnn.com/video/data/2.0/video/us/2014/08/26/ctn-pkg-sidner-impact-michael-brown-death.cnn.html> |