Day 1 – What is Critical Thinking?

Overview
Students will discuss whether or not they can believe everything they read or everything they see on the Internet.

Big Question
What is critical thinking, and how can I do it?

Learning Objectives
After completing the Central Learning Task, students will identify and list 3-5 reasons why an article may not be factual.

The Lesson

THE HOOK
Allotted Time: 10 minutes
- Students will have their journals open and ready
- Students will watch the short State Farm commercial called “French Model.”
- After watching the commercial, they will journal for 10 minutes in response to the prompt: “Can you believe everything you read or see on the Internet? Why or why not?”

CENTRAL LEARNING TASK
Allotted Time: 30 minutes
- Students will explore what it means to be a critic. Lead students in generating a list of things of which people can be critical. Teacher should write students’ contributions on a large, poster-sized Post-it note.
- Hang Post-it note in a different part of the classroom and explain that it will be used in tomorrow’s lesson.
- Distribute copies of The Onion article to students and instruct students to use a highlighter to mark questionable parts of the article (parts that do not seem truthful). Complete the first page of the article together as a class.
- Allow students to continue reading the article and highlighting questionable sections.

CLOSURE
Allotted Time: 10 minutes
- Distribute an Exit Ticket to each student. Students should write 3-5 reasons why The Onion article may not be factual.
- Collect Exit Tickets from students.

Assessment
Review students’ Exit Tickets for participation credit. Provide feedback to students about whether or not they met the learning objective for the day. Take note of which students seem to have a firm grasp on Critical Thinking and which students seem to be struggling. No homework.
Overview
This lesson introduces students to the concept of media and asks them to explore the relationship between a source, a message, and an audience, in the transmission of a media message.

Big Question
What is media, and what are its main components?

Learning Objectives
During the Central Learning Task, students will adapt their speech and language to fit the needs of the message and medium selected in the Messages and Media activity.

The Lesson
THE HOOK
Allotted Time: 10 minutes
- Students will have their journals out on their desks at the beginning of class.
- Bring out the large Post-it note from yesterday’s lesson.
- Ask students to choose one item from the list that they think classifies as “media” and justify their selection in their journals.

CENTRAL LEARNING TASK
Allotted Time: 30 minutes
- Ask for three student volunteers to share which items they chose from the list and why.
- Show “What is media?” PowerPoint diagram, which explains the four components of sending a media message: the sender, the message, the receiver, and the medium. Ask students to draw the diagram in their journals and to define each of the four terms in their journals.
- Begin Messages and Media creative drama activity. Two student volunteers go to the front of the classroom; one is the “sender,” while the other is the “receiver.” The “sender” volunteer draws a message card and a media card from the buckets at the front of the room.
- The “sender” volunteer has one minute to create a media message (by acting, drawing, speaking, singing, etc.) without using the words on the message card. If the “receiver” volunteer does not guess within one minute, the “sender” volunteer simply announces the message aloud to the class.
- Call two more volunteers and proceed until all students have participated.

CLOSURE
Allotted Time: 10 minutes
- Class discussion: Students will verbally reflect on the successes and challenges they faced in the Messages and Media activity.
- Distribute copies of the Personal Attributes Questionnaire and instruct students to complete the questionnaire for homework.

Assessment
Students will receive a participation credit for participating actively and willingly in the Messages and Media activity.

Homework: Complete Personal Attributes Questionnaire
Overview
Students will apply their knowledge of critical thinking and their knowledge of the media to practice deconstructing a print advertisement.

Big Question
How can I use critical thinking skills to critique a print advertisement?

Learning Objectives
During the Central Learning Task, students will determine the connotative meaning of words and phrases in print advertisements and explain how these words and phrases contribute to an advertiser’s goal/purpose.

The Lesson
THE HOOK
Allotted Time: 10 minutes
- Remind students of the class discussion from yesterday’s lesson, concerning whether or not media companies are good at communicating messages to their audiences and whether or not they make these messages convincing for their audiences.
- Tell students that the objective of today’s lesson is to learn how to reverse the flow of media communication and “speak back” to media companies.
- Display a print advertisement (magazine cover) on the board for students. Write “observations, purpose, assumptions, and consequences” on the board. Ask students to roughly deconstruct the ad using these categories.

CENTRAL LEARNING TASK
Allotted Time: 30 minutes
- Group students into pairs and distribute the Deconstructing a Print Advertisement handout and worksheet; tell students to keep the handout in a safe place, as it will be used several times throughout the upcoming weeks.
- Have one student in each pair go to the front of the classroom and choose an old magazine.
- Pairs will work together to choose a magazine advertisement, cut out the advertisement from the magazine, and analyze the advertisement according to the worksheet provided.

CLOSURE
Allotted Time: 10 minutes
- One member from each group should summarize his or her group's findings, being sure to display the print advertisement for the entire class to see.
- Homework: Use the same worksheet to analyze a print advertisement at home.

Assessment
Collect students’ Deconstructing a Print Advertisement worksheets for grading.
Homework: Deconstruct a print advertisement at home (can be from a newspaper, magazine, or the Internet).
Overview
Students will apply their knowledge of critical thinking and their knowledge of the media to practice deconstructing a print advertisement.

Big Question
How can I use critical thinking skills to critique a video advertisement?

Learning Objectives
During the Central Learning Task, students will identify the advertiser’s purpose in creating the video advertisement and will analyze how that advertiser uses rhetoric to sell a product.

The Lesson
THE HOOK Allotted Time: 10 minutes
• Play a recent television commercial, such as Hyundai’s “First Date” advertisement, for students.
• Ask students to verbally report their observations, and then ask for volunteers to state the ad’s purpose, assumptions, and consequences.
• Ask students to brainstorm how video advertisements are similar to and different from print advertisements (as discussed yesterday).

CENTRAL LEARNING TASK Allotted Time: 30 minutes
• Students choose one of four corners of the room; each corner contains a laptop computer with a video advertisement queued up. The titles of each video are displayed in each corner, so students can choose an advertisement that appeals to them.
• Distribute Deconstructing a Video Advertisement handouts and worksheets. Tell students to keep the handouts safe, as they will be used regularly over the next few weeks.
• Students should work mostly independently during this activity to ensure a “gradual release of responsibility” for the skills at-hand. Students may pose questions to the teacher and may replay the video as many times as necessary.

CLOSURE Allotted Time: 10 minutes
• One person from each of the four groups should summarize his or her findings concerning the video advertisement.
• Distribute the study guide for tomorrow’s in-class essay test (summative assessment). Review the study guide and answer students’ questions.
• Homework: Use the same worksheet to analyze a video advertisement at home.

Assessment
Collect students’ Deconstructing a Video Advertisement worksheets for grading.
Homework: Deconstruct a video advertisement at home.

Materials
- Smart Board/Projection Unit
- Laptops (4)
- Deconstructing a Video Advertisement handouts
- Deconstructing a Video Advertisement worksheets
- Copies of Study Guide

Common Core Standards
CCSS.ELA-Literacy.RI.9-10.6

Supplementary Materials (Appendix B)

Deconstructing a Video Advertisement handout:

Deconstructing a Video Advertisement worksheet:
Overview
Students will complete an in-class essay to reflect on what they’ve learned throughout the course of the week.

Big Questions
Can I believe everything I read or see in the media? What is the media? What skills can I use to deconstruct media messages and critique them?

Learning Objectives
During the Central Learning Task, students will use writing to reflect upon their own experiences with media and will support their experiences using evidence from other texts (advertisements).

The Lesson
THE HOOK
Allotted Time: 5 minutes
- Give students five minutes to review their study guides for the in-class essay. Students may review any outlines or notes they have created in preparation for the essay; however, they may not have these resources at their disposal throughout the assessment.
- Verbally announce essay procedure: “For this essay, you will need a writing utensil and one or two sheets of lined notebook paper. Please obtain those materials if you do not already have them ready. You will have 40 minutes to complete a five-paragraph essay in response to one of two prompts. I will display these prompts on the board momentarily. Please take a moment to write your name on the top of your lined paper. What questions do you have before we begin?”

CENTRAL LEARNING TASK
Allotted Time: 40 minutes
- Display the essay prompts on the front board using a projection unit.
- Students have 40 minutes to write a five-paragraph essay over one of the two prompts on the study guide.

CLOSURE
Allotted Time: 5 minutes
- Students will submit their essays for review.

Assessment
Grade students’ essays using the rubric provided on the Critical Thinking In-Class Essay study guide (20 points possible).
No homework.

Materials
- Projection Unit
- Extra lined paper and writing utensils

Common Core Standards
CCSS.ELA-Literacy.W.9-10.9

Supplementary Materials (Appendix B)
Critical Thinking In-Class Essay study guide:

Essay Rubric:
Overview
Students will learn critical vocabulary that relates to biological sex, gender, and sexual orientation in order to use informed language to discuss these concepts throughout the rest of the unit.

Big Questions
What is gender?

Learning Objectives
After completing the “genderbread” person activity, students will write a paragraph to reflect on what they learned from the activity with 100% participation.

The Lesson

THE HOOK
Allotted Time: 10 minutes
• Before beginning this lesson, tell students that the class will be discussing some concepts that may be sensitive or controversial for some people. Tell them that maintaining a respectful class environment is imperative and any displays of disrespect will result in immediate disciplinary measures.
• Ask students, “What is the difference between biological sex and gender?” Write students’ responses on the board.
• After gathering a few responses, ask students how these concepts are supposed to relate to one another.

CENTRAL LEARNING TASK
Allotted Time: 25 minutes
• Use the Genderbread PowerPoint presentation in conjunction with the “genderbread” person activity sheet to lead students through the process of filling out their own “genderbread” person.
• After introducing each new vocabulary term (i.e. sex, gender, sexual orientation, gender identity, etc.), give students an opportunity to ask questions. Be adamant that questions are respectful.

CLOSURE
Allotted Time: 15 minutes
• Instruct students to “flip over” their “genderbread” person activity sheet and to write a paragraph on the back about what they learned from the activity or how they feel after completing the activity.

Assessment
Collect students’ completed paragraphs and review for a participation grade, being sure to write comments on students’ work.
No homework.
Day 7 – “Be a Man!”

Overview
Today, students will critically analyze what it means to be “masculine” versus what it means to be “feminine.” They will focus first on masculinity by watching Joe Ehrmann’s TedTalk entitled “Be a Man.”

Big Questions
What is masculinity?
What representations of masculinity are perpetuated by mass media?

Learning Objectives
During the central learning task, students will analyze and draw inferences from quotes by Joe Ehrmann by taking two-column notes.

The Lesson
THE HOOK
Allotted Time: 10 minutes
• Students will generate a list of adjectives on the board that are considered “masculine” and “feminine.” The teacher can either create a T-chart on the board and write adjectives in the appropriate columns by calling upon students who raise their hands. Or, the teacher can create a T-chart on the board and invite students to walk up to the board and write their own answers in the T-chart.
• Engage students in a short class discussion about whether or not it is possible for someone to be completely masculine or completely feminine (by exhibiting all of the “masculine” or “feminine” traits) all the time.

CENTRAL LEARNING TASK
Allotted Time: 30 minutes
• Distribute Two-Column Note Worksheets to students. Explain how to use the worksheets if students have never used them before.
• Students will watch Joe Ehrmann’s TedTalk entitled “Be a Man,” writing quotes from Ehrmann in the left-hand column of their notes and then responding to those quotes in the right-hand column.

CLOSURE
All allotted Time: 10 minutes
• Collect students’ Two-Column Notes Worksheets. Give students an opportunity to ask questions or respond to the video.
• Assign homework: Deconstruct a print or video advertisement that has to do with masculinity.

Assessment
Review Two-Column Notes, assign grades based upon participation.
Homework: Deconstruct either a print advertisement or a video advertisement that has to do with masculinity.
Overview
Students will choose to read either an informational article about the changing body types of action figure toys or an informational article about the relationship between violence and video games.

Big Questions
What is masculinity?
What representations of masculinity tend to be perpetuated by mass media?

Learning Objectives
During the Central Learning Task, students will identify and summarize the central idea of a given text.

The Lesson
THE HOOK Allotted Time: 10 minutes
- Students will share what they discovered in completing their homework assignments from yesterday.
- Encourage students to compare and contrast their findings with other students’ findings. Also encourage students to draw larger conclusions about what those similarities and differences might mean. (For example, if many students noticed that men in advertisements had six-pack abs and large arm muscles, ask them to speculate about why “bodily strength” might be important as an ideal of American masculinity.)

CENTRAL LEARNING TASK Allotted Time: 35 minutes
- Students will choose to either read an Internet article about the changing body types of action figure toys or about the relationship between violence and video games.
- Students will walk to the front of the classroom and make their text selection, while also collecting a copy of the accompanying worksheet.
- Students can work independently or in pairs to complete the activity.

CLOSURE Allotted Time: 5 minutes
- Collect worksheets from students.
- Give students an opportunity to verbally share what they learned with the class or offer their own commentary on the subjects at hand: Do students think action figures’ bodies encourage male body shame? Do students think people who play violent video games are more likely to engage in violent behaviors in real life?

Assessment
Collect worksheets, assess students’ ability to accurately identify the central idea of their chosen article and their ability to summarize the central idea.

Homework: Analyze the masculinity of a male character from your favorite movie, TV show, or book. Bring your findings to class.
Overview
By conducting a short research project on the history of People Magazine’s “Sexiest Man Alive” edition in order to gain some insight into how “ideal masculinity” is a dynamic concept that changes over time.

Big Questions
What is masculinity?
What representations of masculinity tend to be perpetuated by mass media?

Learning Objectives
During the central learning task, students will conduct a short research project and will synthesize sources when presenting their research to the class.

The Lesson
THE HOOK
Allotted Time: 10 minutes
- In pairs, students will discuss what they discovered in completing their homework assignment from the previous night (analyzing the masculinity of a male character from their favorite movie, TV show, or book).
- After sharing their findings with a partner for 3-5 minutes, ask students to share their findings with the entire class. Invite the class to ask questions or to respond to other classmates’ findings.
- Collect students’ homework.

CENTRAL LEARNING TASK
Allotted Time: 30 minutes
- Divide students into pairs. Students will research People Magazine’s “Sexiest Man Alive” magazine covers. A gallery of the past 30 years of covers can be found here: Sexiest Man Alive Covers
- Students’ research question should be: “How has ‘ideal masculinity’ changed over time?” Choose two covers featuring the world’s “sexiest men” and prepare a minute-long presentation to show how ideal masculinity is a fluid (rather than a fixed) concept.
- Students will create a Google slide to demonstrate their findings. All of these slides should be added into one slideshow presentation, so that they are easy for students to present.

CLOSURE
Allotted Time: 10 minutes
- Students will present their minute-long presentations to the class.
- If time allows, ask students WHY they think “ideal masculinity” has changed? What in our culture makes us think that certain features are attractive or desirable?
- Homework: Develop two open-ended discussion questions that relate to masculinity and media for a whole-class discussion tomorrow.

Assessment
Students receive a participation grade for contributing to their group’s minute-long presentation.
Homework: Write two, open-ended discussion questions about gender, masculinity, and/or media. Bring written discussion questions to class.
Day 10 – Socratic Seminar

Overview
Students will have an opportunity to discuss what they have learned about gender, masculinity, and media throughout the week. They will engage in respectful and honest dialogue with their peers in order to clear up any confusion and to gain insight and perspective into issues of masculinity.

Big Questions
What is gender? What is masculinity? What representations of masculinity tend to be perpetuated by mass media?

Learning Objectives
During the Socratic Seminar, students will initiate class discussion using prepared discussion questions and will participate respectfully and effectively.

The Lesson
THE HOOK Allotted Time: 10 minutes
• Collect students' homework assignments (two open-ended discussion questions related to gender and/or masculinity from each student).
• Students will complete a reflective journal entry: “What does masculinity mean to you now that we have discussed it all week? How could media create better representations of masculinity?”
• As students journal, the teacher should look through students' generated discussion questions and highlight ones that he/she feels will be particularly valuable to discussion in Socratic Seminar.

CENTRAL LEARNING TASK Allotted Time: 35 minutes
• Have students form a circle with their desks.
• Pass back discussion questions; encourage students who have highlighted questions to pose these questions to their classmates throughout the course of the Seminar.
• Ask half the class to move their desks forward to create a smaller, inner ring of desks. These students will start the Socratic Seminar by reading their discussion questions and encouraging their peers to respond. The rest of the class will take notes to track the conversation.
• After 15 minutes or so, have students switch roles; the other half of the class should assume the inner ring. Repeat the Socratic Seminar process.

CLOSURE Allotted Time: 5 minutes
• Inform students that they will be learning about media and femininity next week. Tell them that maturity and respect is mandatory, as several discussions will focus on the representation of the female body in advertising and media.

Assessment
Note students' participation in the Seminar and assign grades accordingly.
Day 11 – Killing Us Softly

Overview
Students will confront their own biases about the word “feminist,” will watch Jean Kilbourne’s “Killing Us Softly” video, and then will reflect on whether or not their attitudes about feminism have changed.

Big Questions
What is femininity? What stereotypes about femininity are perpetuated by mass media? What can be done to promote diverse representations of gender in media?

Learning Objectives
After watching “Killing Us Softly 3,” students will write a paragraph to reflect on whether or not they agree with Kilbourne’s argument or on whether or not Kilbourne’s argument is effective.

The Lesson
THE HOOK
Allotted Time: 10 minutes
- Journal activity: “What do you think about when I say the word ‘feminist’?” Brainstorm your responses for two minutes, and then we will share with the class.”
- If you think students may be hesitant to share their responses with the full class at first, allow them to share with a partner for 2 or 3 minutes before inviting students into a full class discussion.
- Ask students to share their responses with the full class. Ask, “Overall, were your reactions to this word positive or negative? Why?”

CENTRAL LEARNING TASK
Allotted Time: 35 minutes
- Watch Jean Kilbourne’s “Killing Us Softly 3” video. Students should take two-column notes as they watch.
- Two-column notes serve as a way for students to record information and then respond to that information personally.
- After the video is finished, prompt students to turn their worksheets over and write a paragraph on the back, choosing one of two prompts: 1.) “Do you agree or disagree with Kilbourne’s argument that women’s bodies are used to sell products? Why?” or 2.) “Has your idea of feminism changed since watching Kilbourne’s video? Why or why not?”

CLOSURE
Allotted Time: 5 minutes
- Collect students’ worksheets.
- Allow students to voice any commentary about the video or to ask questions about the video.

Assessment
Review students’ two-column notes and paragraphs—both for participation credit. Be sure to give detailed feedback to students in regards to their thoughts on the video and on feminism.

No homework.

Materials
- Journals
- “Killing Us Softly” video (Media Education Foundation website)
- Copies of two-column notes

Common Core Standards
CCSS.ELA-Literacy.W.9-10.10

Supplementary Materials (Appendix B)

Two Column Notes:
Overview
During today’s lesson, students will read one of two informational texts that deal with issues of femininity and the media. They will analyze this.

Big Question
What is femininity? What stereotypes about femininity are perpetuated by mass media?

Learning Objectives
During the Central Learning Task, students will identify and summarize the central idea of a given text.

The Lesson

THE HOOK
- Students will have their journals open and ready.
- Prompt: “Imagine that you just found out that someone you love is going to have a baby, and it’s a girl. Write a story about how the baby’s life might play out. What will she wear? What toys will she play with? What might she do for fun?”

CENTRAL LEARNING TASK
- Students will choose to either read an Internet article about the impact of “chick flicks” on people’s notions of romance or about how women’s sporting events are less televised than men’s.
- Students will walk to the front of the classroom and make their text selection, while also collecting a copy of the accompanying worksheet.
- Students can work independently or in pairs to complete the activity.

CLOSURE
- Collect worksheets from students.
- Give students an opportunity to verbally share what they learned with the class or offer their own commentary on the subjects at hand: Do students think “chick flicks” influence people’s romantic expectations? Do students think women’s sports should be televised more often?

Assessment
Collect worksheets, assess students’ ability to accurately identify the central idea of their chosen article and their ability to summarize the central idea.

Homework: Deconstruct either a print advertisement or a commercial that has to do with femininity. Bring your findings to class.
Overview
This lesson on “gendered marketing” will challenge students to explore the ways in which similar products are divided and marketed differently for men and women.

Big Question
What stereotypes about femininity are perpetuated by mass media? What can be done to promote diverse representations of gender in media?

Learning Objectives
During the creative drama activity (in the Central Learning Task), students will adapt their speech and language (vocabulary) to effectively “sell a product.”

The Lesson
THE HOOK Allotted Time: 20 minutes
• Give students an opportunity to share their discoveries from last night’s homework assignment.
• Students will play a short game of “The Price is Right.” Teacher facilitates the game using the “Price is Right” PowerPoint presentation.
• Ask for four student volunteers. Reveal the price of the first item on the first PowerPoint slide. Click to reveal the second item and ask volunteers to guess the price. Write down each student’s guess on the board. Reveal the price and congratulate the winner (who guessed nearest to the price of the second product without going over). The winning student gets to stay on the panel of four volunteers; ask for three more volunteers to join the winner for the second round of play.
• Repeat for 3 rounds.

CENTRAL LEARNING TASK Allotted Time: 25 minutes
• As a class, students will watch The Checkout’s “Gendered Marketing” video on YouTube.
• After learning about gendered marketing, challenge students to “gender” their own products in the following creative drama activity.
• Students should form pairs. Walk to each pair with a bag full of random items (drumstick, remote control, snow globe, wooden spoon, etc.) and have one person from each pair select an item.
• Students have five minutes to create a 30 second skit that attempts to sell the product to men or women.

CLOSURE Allotted Time: 5 minutes
• Ask students to return to their seats.
• Assign homework for the evening.

Assessment
Students receive participation credit for actively engaging in the creative drama activity.
Homework: Analyze the femininity of a female character from your favorite movie, TV show, or book. Bring your findings to class.

Materials
• Price is Right PowerPoint
• Projection Unit
• Whiteboard and markers
• Bag of “random items” (collected from home or classroom)

Common Core Standards
CCSS.ELA-Literacy.SL.9-10.6

Supplementary Materials (Appendix B)
“Price is Right” PowerPoint:

The Price is Right!
Created by: Ms. Oliver
Overview
During today’s lesson, students will analyze a feminist commercial, poem, or song and will decide how that piece of media contradicts typical female stereotypes.

Big Question
What is femininity? What representations of femininity are perpetuated by mass media? What can be done to promote diverse representations of gender in media?

Learning Objectives
During the Central Learning Task, students will conduct a short research project and will articulate their findings to classmates through a brief presentation.

The Lesson
THE HOOK Allotted Time: 10 minutes
- Give students an opportunity to share their discoveries from the previous night’s homework assignment.
- Watch Always commercial “Like a Girl” together in class.
- Class discussion: “How does the Always commercial attempt to raise awareness about female stereotypes? Is the commercial effective? Why or why not?”

CENTRAL LEARNING TASK Allotted Time: 20 minutes
- Students will form pairs or groups of three to conduct a short research project.
- Distribute one “Feminist Resources” handout to each group.
- As a group, students must decide which “feminist resource” they want to research. They may choose any resource listed on the handout or may choose a resource of their own. The teacher must approve any chosen resources that are not listed on the handout.
- Students should prepare a brief one-to-two minute presentation over their findings.

CLOSURE Allotted Time: 20 minutes
- Groups will present their research findings to the class, explaining how the piece of media combats traditional gender stereotypes and whether or not they feel the piece is effective.
- Groups will field questions from their classmates about their research.

Assessment
Students receive a participation grade for contributing to their group’s presentation.

Homework: Develop two open-ended discussion questions related to femininity and media. Bring written discussion questions to class tomorrow.
Overview
Students will have an opportunity to discuss what they have learned about gender, femininity, and media throughout the week. They will engage in respectful and honest dialogue with their peers in order to clear up any confusion and to gain insight and perspective into issues of femininity.

Big Questions
What is femininity? What stereotypes about femininity are perpetuated by mass media? What can be done to promote diverse representations of gender in media?

Learning Objectives
During the Socratic Seminar, students will initiate class discussion using prepared discussion questions and will participate respectfully and effectively.

The Lesson

THE HOOK Allotted Time: 10 minutes
• Collect students' homework assignments (two open-ended discussion questions related to femininity and/or media from each student).
• Students will complete a reflective journal entry: “What does femininity mean to you now that we have discussed it all week? How could media create better representations of femininity?”
• As students journal, the teacher should look through students’ generated discussion questions and highlight ones that he/she feels will be particularly valuable to discussion in Socratic Seminar.

CENTRAL LEARNING TASK Allotted Time: 35 minutes
• Have students form a circle with their desks.
• Pass back discussion questions; encourage students who have highlighted questions to pose these questions to their classmates throughout the course of the Seminar.
• Ask half the class to move their desks forward to create a smaller, inner ring of desks. These students will start the Socratic Seminar by reading their discussion questions and encouraging their peers to respond. The rest of the class will take notes to track the conversation.
• After 15 minutes or so, have students switch roles; the other half of the class should assume the inner ring. Repeat the Socratic Seminar process.

CLOSURE Allotted Time: 5 minutes
• Thank students for engaging in the Socratic Seminar.
• Tell students that they will be working on a final project next week in which they will create their own media products that more accurately reflect gender/femininity/masculinity.

Assessment
Note students’ participation in the Seminar and assign grades accordingly.
No homework.
Day 16 – Intro Final Project

Overview
Students will take gender roles survey for the second time and will learn about their summative assessment for the unit—the Media Literacy Final Project.

Big Question
How can we challenge gender stereotypes by creating media of our own?

Learning Objectives
After choosing a media format for their final projects, students will collaborate with peers to set goals and deadlines and will determine individual roles for the final project.

The Lesson

THE HOOK Allotted Time: 20 minutes
• Students will take the Personal Attributes Questionnaire for the second time.
• Pass back students’ first questionnaire results and have students analyze the changes. Facilitate a discussion about whether or not this unit on media literacy has caused them to view themselves in less stereotypical ways. “Have your results changed? How so? If so, why do you think they changed?”

CENTRAL LEARNING TASK Allotted Time: 15 minutes
• Teacher will introduce the Media Literacy Final Project to students, discussing the 3 options for students’ final product—the print advertisement, the commercial, and the radio advertisement.
• Teacher will ask students to decide which of the three options appeals most to them and then will ask students to go to one of three corners of the classroom (depending on which option they chose).
• Amongst those in the corner, students can choose to work in a group of up to four or individually.

CLOSURE Allotted Time: 15 minutes
• Students will complete the timeline page of their final project handout. On the sheet they must determine a goal for Day One, Two, and Three of the project. This timeline should help make sure that all projects are completed by Friday.

Assessment
Collect students’ completed timelines and grade according to “timeline” section of rubric.

Homework: Brainstorm 2-3 potential ideas for the topic of the final project.
Overview
Students will work during class time to complete their media literacy final projects.

Big Question
How can we challenge gender stereotypes by creating media of our own?

Learning Objectives
During the Central Learning Task, students will make strategic use of digital media to combat traditional representations of gender.

The Lesson

THE HOOK
Allotted Time: 5 minutes
• Students will have 5 minutes at the beginning of class to sit down and meet with their groups. During this time, they should discuss their goals for the day and how they plan to achieve those goals. For students working in groups, they should also discuss how each group member is going to help achieve the group’s goals (delegating responsibilities).

CENTRAL LEARNING TASK
Allotted Time: 40 minutes
• Students will work for 40 minutes on their final projects, trying to meet their timeline objective for Day One.
• As students work, the teacher should walk around the classroom and assess students’ participation. This participation will be calculated for a grade at the end of the unit. The teacher should also help to resolve any issues that the students may be encountering while trying to complete their projects.

CLOSURE
Allotted Time: 5 minutes
• Students will assess whether or not they have met their timeline objective for Day One. If not, they should discuss strategies for catching up on Day Two. If students have met their goal for Day One, they should look at their objective for Day Two and discuss how exactly they plan to meet that goal.

Assessment
Students will employ self-assessment by reviewing their timeline objective for Day One. Teacher will assess students’ participation by circulating the room and using a clipboard to note participation.

No homework.

Materials
- Media Literacy Final Project handouts (completed by students on Day 16)
- Laptops or iPads
- Video Cameras

Common Core Standards
CCSS.ELA-Literacy.SL.9-10.5

Supplementary Materials (Appendix B)
No supplementary materials.

Day 17 – Final Project Work Day 1
Overview
Students will work during class time to complete their media literacy final projects.

Big Question
How can we challenge gender stereotypes by creating media of our own?

Learning Objectives
During the Central Learning Task, students will make strategic use of digital media to combat traditional representations of gender.

The Lesson

THE HOOK
Allotted Time: 5 minutes

• Students will have 5 minutes at the beginning of class to sit down and meet with their groups. During this time, they should discuss their goals for the day and how they plan to achieve those goals. For students working in groups, they should also discuss how each group member is going to help achieve the group’s goals (delegating responsibilities).

CENTRAL LEARNING TASK
Allotted Time: 40 minutes

• Students will work for 40 minutes on their final projects, trying to meet their timeline objective for Day Two.
• As students work, the teacher should walk around the classroom and assess students’ participation. This participation will be calculated for a grade at the end of the unit. The teacher should also help to resolve any issues that the students may be encountering while trying to complete their projects.

CLOSURE
Allotted Time: 5 minutes

• Students will assess whether or not they have met their timeline objective for Day Two. If not, they should discuss strategies for catching up on Day Three. If students have met their goal for Day Two, they should look at their objective for Day Three and discuss how exactly they plan to meet that goal.

Assessment
Students will employ self-assessment by reviewing their timeline objective for Day Two. Teacher will assess students’ participation by circulating the room and using a clipboard to note participation.

No homework.

Materials
- Media Literacy Final Project handouts (completed by students on Day 16)
- Laptops or iPads
- Video Cameras

Common Core Standards
CCSS.ELA-Literacy.SL.9-10.5

Supplementary Materials (Appendix B)
No supplementary materials.
Overview
Students will work during class time to complete their media literacy final projects.

Big Question
How can we challenge gender stereotypes by creating media of our own?

Learning Objectives
During the Central Learning Task, students will make strategic use of digital media to combat traditional representations of gender.

The Lesson
THE HOOK
Allotted Time: 5 minutes
• Students will have 5 minutes at the beginning of class to sit down and meet with their groups. During this time, they should discuss their goals for the day and how they plan to achieve those goals. For students working in groups, they should also discuss how each group member is going to help achieve the group’s goals (delegating responsibilities).

CENTRAL LEARNING TASK
Allotted Time: 40 minutes
• Students will work for 40 minutes on their final projects, trying to meet their timeline objective for Day Three.
• As students work, the teacher should walk around the classroom and assess students’ participation. This participation will be calculated for a grade at the end of the unit. The teacher should also help to resolve any issues that the students may be encountering while trying to complete their projects.

CLOSURE
Allotted Time: 5 minutes
• Students will assess whether or not they have met their timeline objective for Day Three. If not, they should discuss how they will present the work that they have completed. If students have met their goal for Day Three, they should be prepared to complete their class presentations tomorrow.

Assessment
Students will employ self-assessment by reviewing their timeline objective for Day Three. Teacher will assess students’ participation by circulating the room and using a clipboard to note participation.

No homework.
Overview
Students will present their final media literacy projects to the rest of the class—sharing both what they’ve created during the week and what they’ve learned about gender roles and stereotypes throughout the unit.

Big Question
How can we challenge gender stereotypes by creating media of our own?

Learning Objectives
During the Central Learning Task, students will present their final projects and will explain the inspiration and reasoning behind their projects in a logical manner for their audience.

The Lesson
THE HOOK
- Allotted Time: 5 minutes
  - Students will meet in their groups for 5 minutes to refresh their memories about their roles for the in-class presentations.

CENTRAL LEARNING TASK
- Allotted Time: 40 minutes
  - Students will present their final projects to the rest of the class—addressing both what they’ve created and what they’ve learned throughout the unit.
  - Each presentation should last 3-5 minutes, and students should welcome their classmates to ask questions at the end of presentations.

CLOSURE
- Allotted Time: 5 minutes
  - Teacher will ask if students have any final questions or comments about media literacy. Teacher should thank students for participating in the unit and for engaging openly and respectfully with their peers.

Assessment
Teacher will assess students’ presentations using the “presentation” section of the final project rubric.

Homework: Complete Self & Peer Evaluation Sheet for final project.