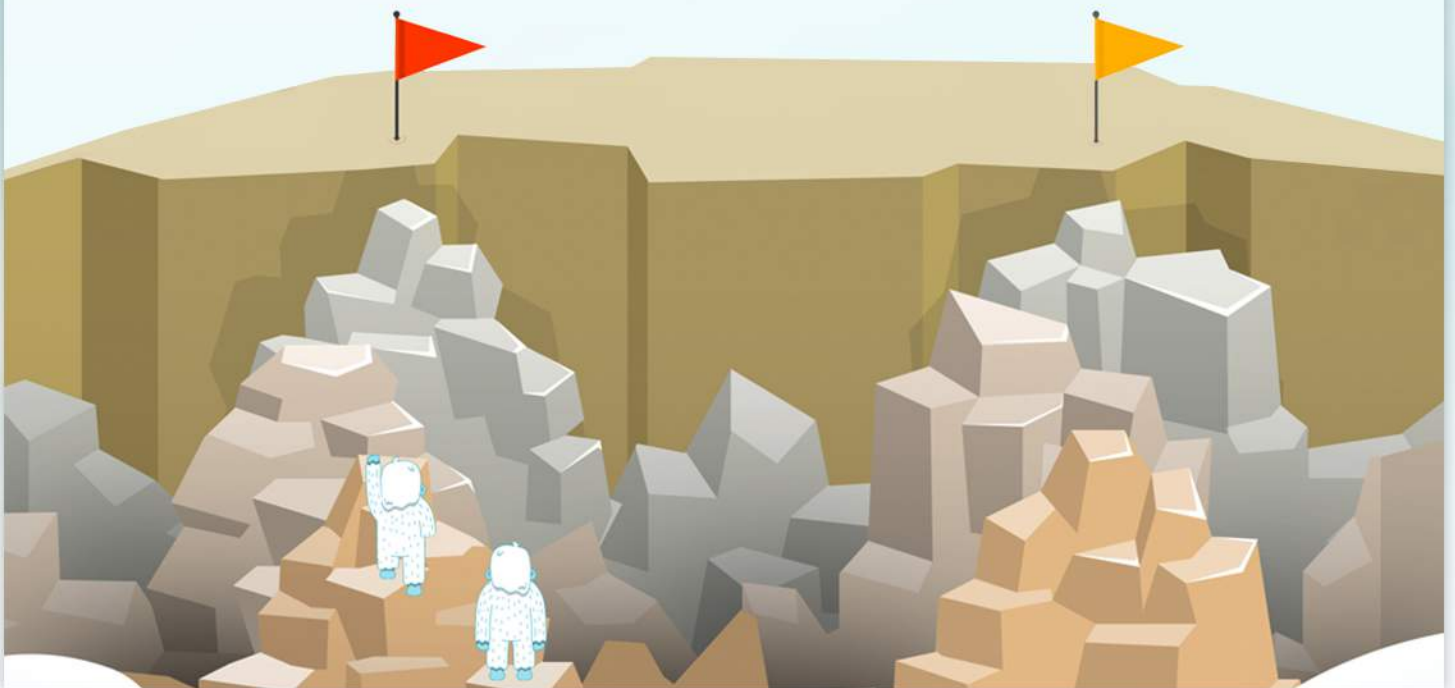# Part 3: Outside Sources

In this module, students develop their critical perspectives on the media they consume. Students analyze media by describing the context in which the media was created, inferring the author's purpose and intended audience, and working to comprehend the messages embedded in the media. In the Qrackit mission, students explore outside sources of information to gain additional background and perspective

Critical Questions 1: The Message and Its Background

Overview

In the "Social Media in Our Lives" activity, students explored the ways in which social media helps them access news and other information and engage in social relationships. In this lesson, students turn from reflection to action by drawing on their research question to seek relevant information sources, interpret their content, and evaluate their quality.

Students work collaboratively to analyze a short media text. They discover that meaning is deepened and reshaped, and new ideas are developed through curiosity, asking questions, making interpretations, attempting synthesis, and expressing ideas through dialogue.

Time

One class period

Resources Needed

- A short media text in any form on the topic that the class has chosen (e.g., video clip, news article, blog post, twitter feed). This curated selection from NPR's Code Switch blog is a good resource because it addresses the context surrounding the events from different perspectives: http://www.npr.org/blogs/codeswitch/2014/08/16/340912893/code-switch-roundup-on-race-policing-and-ferguson.
  This video is a good jumping-off point to foster empathy: www.washingtonpost.com/posttv/national/hope-anger-linger-in-ferguson/2015/01/05/a2913cea-fa69-4526-8b13-eb1ef7440d99_video.html. This American Life also has a superlative pair of episodes titled, "Cops See It Differently."

- Copies of the first five "Critical Questions"(see below)

Learning Outcomes

Conceptual:
- Analyze media to discover context, author's purpose, intended audience, and message

Skills and Dispositions:
- Ask questions to actively interpret a text.
- Strengthen listening and small-group discussion skills.
- Use reasoning to defend or justify an interpretation.

- Practice note taking as a way to organize and examine relationships among ideas.
- Build awareness of discussion as a form of prewriting.
- Strengthen public speaking and writing competencies.

Introduction

Preview the activity by explaining that students discern deeper meanings when analyzing any type of media message by using small-group discussion to develop and capture key ideas.

Reading, Viewing, or Listening

Provide time to take in the media, and ask general questions such as these: "What feelings did you experience?" and "What did you like or dislike?" Encourage students to use full sentences instead of one-word answers and ask "why" questions to elicit more elaborated responses. Offer warm feedback to encourage students to contribute. Do not offer commentary or criticism of weak or poorly developed ideas.

Answer the Critical Questions

Pass out copies of a worksheet with the topics and questions below. Students work together to answer the questions.

Repeated Reading, Viewing, or Listening

Break students into groups of two or three. Each team should tackle all five critical questions.

Small-Groups Report

Encourage groups to offer their responses to one of the five critical questions. After each group answers the question, invite other groups to add additional points or share related ideas. At this point, you should ask "why" questions to encourage students to use reasoning to explain or justify their interpretations. Through this process, the quality of ideas will deepen and students will recognize how sharing and questioning interpretations contribute to developing new ideas.

Model the Note-Taking Process

Use the board to model the note-taking process as students share their ideas and interpretations. Show students visually how ideas connect to each other.

Synthesis

Offer some reflections about your opinions regarding the most interesting ideas that develop from the analysis. Using the student comments, create a thesis statement that represents a synthesis of the best ideas that were developed in the process. Write it on the board. Explain that the process of sharing interpretations is what contributes to the development of new ideas.

Worksheet: The Message and Its Background

Summary
- What is this source's main idea or argument?

_____

_____

_____

_____

Authors and Audiences
- Who produced this document, and for what purpose?
- When was this produced, and what was its historical context?
- Who is the target audience?

_____

_____

_____

_____

Messages and Meanings
- What messages are communicated?

_____

_____

_____

_____

Mission 2: Outside sources/Discourse

This challenge asks players to identify discourse around the topic and to learn/present what other experts or community members are saying about this issue. It requires players to seek out sources and use forms of annotation to present their findings in different presentation formats.

Outside Sources Challenge

Your team will first pick a cultural event that relates to the topic of the ECG and took place within the last three to six months. This event should be one that most people know about or can be easily researched. Then, the other team finds at least two sources to learn about the event and analyzes them using the five critical questions from the lesson.
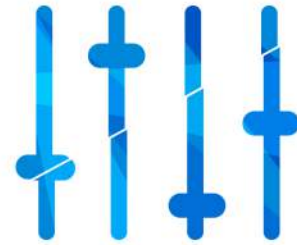
Write your Challenge here:

Persuasive Letter

Imagine a person, concept, organization, or thing and frame your answer / response in the form of a formal written argument. This should look and feel like a creative essay, but with the same structure as a persuasive letter.

Media Remix

Curate, remix, and comment on existing content to create your response. You are free to cut up magazines and newspaper articles to create a physical collage, or if you have access to technology, mash up photos, tweets, videos, etc. to create a digital collage.

Storyboarding

Create a series of images with comments or captions that help the reader understand your story. Your storyboard should look like a simple comic strip, with images (drawn pictures, real photos, etc.) and text captions.

Act it Out

Take on the role of another person or idea and present the material through impersonation or dramatization. This can take the form of a short play, an extended monologue (like a speech or lecture), a dance, a song, or a combination! Be creative!

Sources/Discourse

Did the presenting team answer at least two of the following:

Who produced this document, and for what purpose?

When was this produced, and what was its historical context?

Who is the target audience?

What are the messages communicated?

Sources/Discourse

Did the presenting team answer at least two of the following:

Who produced this document, and for what purpose?

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Sources/Discourse

Did the presenting team answer at least two of the following:

Who produced this document, and for what purpose?

When was this produced, and what was its historical context?

Who is the target audience?

What are the messages communicated?

Team Name:	Was your challenge taken? Did the winning team choose your challenge? If so, award your team 1 point (0-1)!	Did your team's response win? If your solution won in the evaluation round, award your team 1 points (0-1)!	Did your team get the most Bonus points? Add up your bonus blocks. If your team had the highest number of bonus blocks versus other teams, award your team 1 point (0-1)!	Total points! Add up the points you earned in the round and list your point total in this column.
Mission 1				
Mission 2				
Mission 3				
Mission 4				
End of Game				