

THE MEDIUM IS THE MESSAGE
Social Science and English/Language Arts

Grade: 7-9

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Acceleration Approach

Standard has been accelerated by moving grade level 7-9 up to the standard used for grade level 10.

1	2	3	4	5	6	7	8	9	CIM	CRLS/ CAM
						—————▶				

Organizing Overarching Concept (e.g. systems, patterns of change, models, scales)

Multiple points of view/patterns

Organizing Higher Order Skills (e.g. Bloom’s, Paul’s Model of Reasoning)

Bloom’s Taxonomy including synthesis, interpret, evaluate

Differentiation Features – Students

- Design and/or construct a model based on principles or criteria
- Provided alternatives for tasks, products, and assessments
- Present oral and written communication to a real world audience
- Use advanced resources
- Make cross-disciplinary applications
- Student conducts original research
- Develop a product

COMMON CURRICULUM GOAL

Language Arts – Writing

Investigate topics of interest and importance, selecting appropriate media sources and using effective research processes; demonstrate ethical use of resources and materials (e.g., copyright, citations of sources).

Language Arts – Communication

Analyze and evaluate the significance and accuracy of information and ideas presented in written, oral, visual, and multi-media communications.

Social Science - Analysis

Design and implement strategies to analyze issues, explain perspectives, and resolve issues using the social sciences.

Define and clarify an issue so that its dimensions are well understood.

Explain various perspectives on an event or issue and the reasoning behind it.

CONTENT STANDARDS

Social Science – Analysis

Identify, research, and clarify an event, issue, problem or phenomenon of significance to society.
Understand an event, issue, problem or phenomenon from multiple perspectives.

BENCHMARKS

English/Language Arts – Writing

CIM—Use clear research questions and suitable research methods (e.g., library, electronic media, interview) to obtain information from primary and secondary sources.

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Archetypal Model

Students will choose a current event to research then write and present an original media presentation.

TASK DEMAND

“The Medium is the Message”

Given a current event, students will critique a variety of media presentations of the event in terms of:

- Political bias
- Cultural bias
- Demographics of audience
- Limitations of selected medium
- Influence of sponsoring agency, network, advertisers
- Determine how multiple points of view, bias, and censorship affect news coverage in society.

Sample Questions

- What facts did you learn from media coverage?
- What opinions were shared?
- How did the specific media influence your interpretation of the news?
- Did visual images of the event impact your conception of the event?
- What bias did the genre suggest?
- Which genre was most effective for news coverage (e.g., political satire, entertainment, commentary)?

Sample Task Activity

Students will conduct primary research to investigate variety of medium genre in terms of how medium impacts new coverage.

1. The student will choose a narrow topic to focus on. He/she will use: one media genre; a reporter, commentator, anchor person or personality (e.g., Peter Jennings to Rush Limbaugh); and a societal bias.

He/she will create an original presentation using the appropriate technology designed to communicate and manipulate information to conform to the media genre selected. The presentations must acknowledge impact of political slant/bias on sponsorship/advertisers, and audience, and societal, religious, cultural sponsorship/advertisers and audience.

2. The student will choose a current event to research then create an original media presentation in a media genre of choice. This presentation will be devoid of political bias/orientation and cultural bias.

CIM—Synthesize information from multiple sources and identify complexities, discrepancies and different perspectives found in each (e.g., almanacs, Internet sites, news sources, in-depth field studies, speeches, journals, technical documents).

CIM—Integrate quotations and citations into a written text while maintaining the flow of ideas.

CIM—Use appropriate format for documentation in the text, notes, and bibliographies.

CIM—Reflect manuscript requirements, including title page presentation, pagination, spacing and margins.

CIM—Design and publish documents by using publishing software and graphic programs.

Social Science – Analysis

CIM—Define, research, explain an event, issue, problem, or phenomenon and its society.

CIM—Analyze an event, issue, problem, or phenomenon from varied or opposed perspectives or points of view.

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Both activities will include:

- Primary research
- Bibliography
- Script development
- Completed worksheets (answers to guided questions)
- Visuals

Guided Questions

1. Why did you choose your current event?
2. Where did you conduct your primary research to gather information on this event?
3. Which genre was appealing to you and why?
4. Which biases did you incorporate into your presentation? Why?
5. How did the audience you chose affect your news coverage?
6. How did the media genre you selected limit your coverage?
7. What aspects of the genre you selected could you manipulate to enhance this coverage.
8. What are the responsibilities of news media to the public?
9. What are three examples of media bias in history in reporting news?

Implementation Time

- 4–5 weeks (Implementation time for **Extensions** to be determined by the teacher.)

Resources

Primary resources include variety of newspapers, magazines, radio commentary, TV network news, and informational websites. (Assign as homework for students to watch/listen.)

Student organizers and instructional worksheets for web research and script design. Use Graphic Organizer *A Web to Gather Media Information*.

Extension - Censorship

Research censorship as it relates to a particular portrayal of a current event in history as it was influenced by the political climate of the times, societal mores and attitudes, culture, government, etc. and the media genre used.

- Investigate past and present examples of censorship.
- Analyze the reasons for censorship.
- Debate pro/con reasons for censorship as it may relate to a contemporary current event.
- Research roles and responsibilities of the news media.

Marshall McLuhan Quotes:

“The medium is the message. “

"I want to map new terrain rather than chart old landmarks."

"The story of modern America begins with the discovery of the white man by the Indians."

"With telephone and TV it is not so much the message as the sender that is being sent."

"We look at the present through a rearview mirror. We march backwards into the future."

"Invention is the mother of necessities."

"All advertising advertises advertising."

"News, far more than art, is artifact."

"When a thing is current, it creates a currency."

"Mysticism is just tomorrow's science dreamed today."

"All media, from the phonetic alphabet to the computer, are extensions of man that cause deep and lasting changes in him and transform his environment."

“An expensive ad represents the toil, attention, testing, wit, art, and skill of many people. Far more thought and care go into the composition of any prominent ad in a newspaper or magazine than go into the writing of their features and editorials. Any expensive ad is as carefully built on the tested foundations of public stereotypes or 'sets' of established attitudes, as any skyscraper is built on bedrock.”

“A point of view can be a dangerous luxury when substituted for insight and understanding.”

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- Evaluate the changing attitude of news coverage in America and how advancement in media technology may or may not have had an impact.
- Research Propaganda/Yellow journalism.
- Research the impact of the radio program “War of the Worlds.”

Extension—Marshall McLuhan 1911-1980.

- When first published, Marshall McLuhan's *Understanding Media; the Extensions of Man* made history with its radical view of the effects of electronic communications upon man and life in the twentieth century. Read **Marshall McLuhan Quotes** (previous page) and integrate some of the quotations into a written text maintaining the idea that McLuhan held great insights in the 60's for the future of mass media.
- Research and write the historical significance of Marshall McLuhan, director of the Center for Culture and Technology at the University of Toronto.
- Write an essay on the meaning of these quotes by McLuhan in his book, originally published in 1967, *The Medium is the Message: an Inventory of Effects*.
 "In an electronic information environment, minority groups can no longer be contained-ignored. Too many people know too much about each other. Our new environment compels commitment and participation." p. 24
 "Ours is a brand-new world of allatonce. 'Time' has ceased, 'space' has vanished. We now live in a global village... a simultaneous happening."... "Electric circuitry profoundly involves men with one another. Information pours upon us, instantaneously and continuously. As soon as information is acquired, it is very rapidly replaced by still newer information. Our electrically-configured world has forced us to move from the habit of data classification to the mode of pattern recognition. We can no longer build serially, block-by-block, step-by-step, because instant communication insures that all factors of the environment and of experience co-exist in a state of active inter-play." p. 63

(Use Writing Scoring Guide found in Standards and Assessments Section VII.)

Background information found on internet: *Understanding Media; the Extensions of Man* by Marshall McLuhan is a classic expose on the state of the emerging phenomenon of mass media. Terms and phrases such as "the global village" and "the medium is the message" are now part of the lexicon. Given that this book was written early 1960s, some of the insights in it are quite impressive. (Note, though, that those insights are commonplace nowadays, which is why the book is mostly interesting as a historical piece.)

An avant-garde pioneer in communication theory, Marshall McLuhan coined the phrases "global village," "sensory impact," and "the medium is the message." One of the first thinkers to emphasize the importance of the cultural, societal, and physiological effects of the medium in which media is broadcast. McLuhan viewed media as an extension of human sensory perception. He envisioned the electronic information age and analyzed the physiological alterations in humans as they experienced technological advances. McLuhan's prescience is particularly astounding when one considers that he died before the proliferation of the personal computer.

Use Scoring Guide Speaking – Delivery (See Standards and Assessments Section VII.) Students will be able to:	6 Exemplary	5 Proficient	4 Strong	3 Developing	2 Emerging	1 Beginning
Cover a current event with a media presentation						
Show bias in current event presentation						
Show lack of bias in current event presentation						
Include a bibliography						
Include a script						
Provide visuals						

A WEB TO GATHER MEDIA INFORMATION

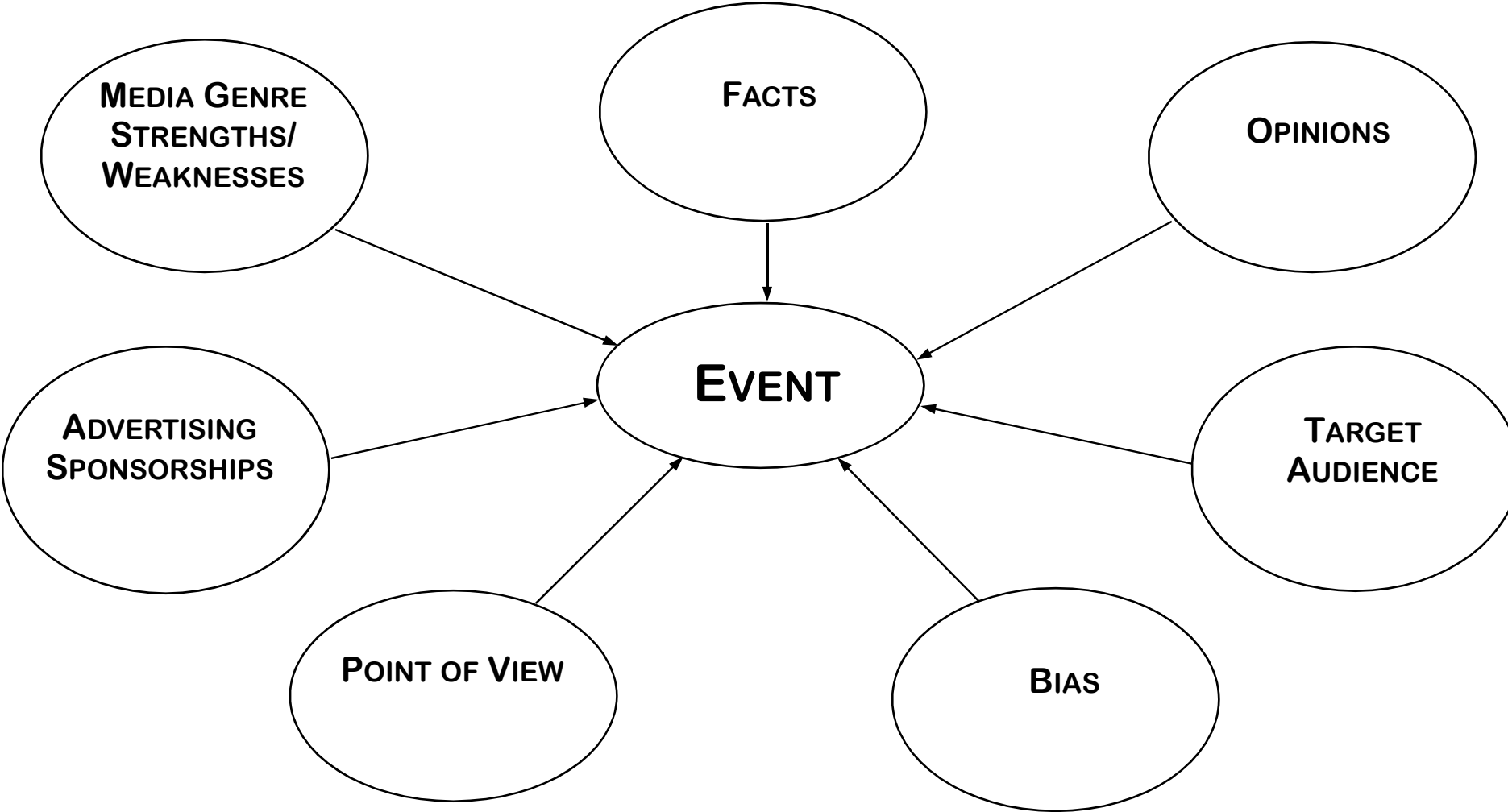
GRAPHIC ORGANIZER

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Name _____ Date _____

Event _____



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TAG NEEDS ADDRESSED

INTELLECTUALLY GIFTED	ACADEMICALLY TALENTED ENG/LA	ADVANCED SOCIAL SCIENCE KNOWLEDGE/SKILLS	CAREER RELATED LEARNING STANDARDS FOR CAM - Certificate of Advanced Mastery	TEACHER CHECKS THE BENCHMARK LEVEL STUDENT IS PURSUING
<input checked="" type="checkbox"/> Advanced Critical Reasoning <input type="checkbox"/> Scholarly Interaction <input type="checkbox"/> Continuous Progress for Level and Rate* <input type="checkbox"/> Challenging Resources <input type="checkbox"/> Effecting Change <input checked="" type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Regular Interaction with Intellectual Peers <input type="checkbox"/> Social-Emotional Issues; Support; Coping Strategies <input type="checkbox"/> Advanced Academic Planning <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input checked="" type="checkbox"/> Creative Problem Solving with Real Problems/Audiences <input type="checkbox"/> Pursuit of Advanced Level Research <input type="checkbox"/> Advanced Vocabulary Development	<input checked="" type="checkbox"/> Advanced Critical Thinking in LA <input type="checkbox"/> Continuous Progress/Level and Rate* in LA <input type="checkbox"/> Challenging LA Resources <input checked="" type="checkbox"/> Creative Problem Solving Strategies in LA <input type="checkbox"/> Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input checked="" type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented LA Peer <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input type="checkbox"/> Advanced Academic Planning in LA	<input checked="" type="checkbox"/> Advanced Critical Thinking in Soc Science <input type="checkbox"/> Continuous Progress/Level and Rate* in Soc Science <input type="checkbox"/> Challenging Soc Science Resources <input checked="" type="checkbox"/> Creative Problem Solving Strategies in Soc Science <input type="checkbox"/> Soc Science Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input checked="" type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented Soc Science Peer <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input type="checkbox"/> Advanced Academic Planning in Social Studies	<input checked="" type="checkbox"/> Personal Management <input type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Teamwork <input type="checkbox"/> Employment Foundations <input type="checkbox"/> Career Development	<p>English/LA:</p> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM
<p>* Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts</p>		<p>Student _____ Grade _____</p> <p>Teacher _____ School _____</p> <p>Date Initiated _____ Date Completed _____</p> <p>Check TAG Identification category: <input type="checkbox"/> Intellectual <input type="checkbox"/> Academic Math <input type="checkbox"/> Academic LA</p>		