

Comparitive Media Deconstruction and Analysis

Written By: Stan Zoller – Rolling Meadows High School – Rolling Meadows, IL
News Literacy Summer Institute 2012

Introduction and Motivation: In this “recurring exercise”, Students will use multiple intelligences as they critically think while viewing media reports on the same story as reported by print, radio, television and online media.

Students will be expected to deconstruct each media report by utilizing news literacy concepts. Once deconstructed, students will use the deconstruction to compare and analyze the media coverage by type of media.

Students will demonstrate an understanding and application of materials previously presented in class. To set the tone, students will be asked about what news stories they have heard since the last class and what issues have emerged since the beginning of the quarter. To mix it up, students may take a brief current events quiz that includes local, regional, state, national and international news stories. Students will receive a matrix to guide them in their deconstruction and analysis.

Objective

At the end of the lesson, the students will be able to:

- Demonstrate the ability to deconstruct media reports from print, TV, radio and online media by applying VIA and IMVAIN concepts.
- Apply terms and news literacy concepts to support their deconstruction, and prepare a detailed analysis using their perceptions of strengths and weaknesses of each media report.

Learning Standards

- 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.
- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.*
- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or

- categories).*
- Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.*
- Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.*

News literacy terms to be incorporated:

- Know Your Neighborhood
 - Methods
 - Practitioners
- VIA
 - Verification
 - Independence
 - Accountability
- IMVAIN
 - Independent
 - Multiple
 - Verifies
 - Authoritative / Informed
 - Named
- News drivers
 - Importance
 - Timeliness
 - Proximity
 - Magnitude
 - Prominence
 - Conflict
 - Human Interest
 - Change (progress and regress)
 - Relevance
 - Unusualness

Values/Life Skills:

- Constructive analysis – The ability to scrutinize and evaluate media reports about the same event.
- Weigh the evidence – By using the IMVAIN model, students will gain a stronger understanding of fairness and balance in media reports.
- Determine news value – Understand which news drivers may apply to the story and why they are applicable.

Introducing the Lesson

Motivating the Lesson

Talking Points

Outcome