Differentiated Instruction Teaching/Learning Examples

Differentiated Instruction Details

Knowledge of Students

Differentiation based on student:
- Headlines
- Interests
- Preferences:
  - Styles
  - Intelligences
  - Other (e.g., environment, gender, culture)

Need to Know

• Interests—survey topics of interest and preferred forms of media text to inform media text selection for the Minds On and Action segments of the lesson

How to Find Out

• Conduct an interest survey (e.g., questions answered on an exit Sticky Note Response); have students bring examples of favourite magazines; facilitate discussions of preferred topic areas and forms of media text

Differentiated Instruction Response

- Learning materials (content)
- Ways of learning (process)
- Ways of demonstrating learning (product)
- Learning environment

Curriculum Connections

Overall Expectation: Media Literacy
1. Understanding Media Texts: Demonstrate an understanding of a variety of media texts.

Specific Expectations: Media Literacy
1.2 Interpret simple and complex media texts, identifying and explaining the overt and implied messages they convey.
1.5 Identify the perspectives and/or biases evident in both simple and complex media texts and comment on any questions they may raise about beliefs, values, identity, and power.

Learning Goal:
• Identify and interpret overt and implied messages in media texts, specifically in print or electronic magazines

Assessment and Evaluation

Assessment/Success Criteria

Knowledge and Understanding
• Demonstrates an understanding of terms: bias, beliefs, stereotypes, values—overt and implied

Thinking
• Uses critical thinking processes to interpret messages in print or electronic magazines

Assessment Tools:
• Anecdotal Comments
• Checklist

Prior Learning

Prior to this lesson, students will have:
• An awareness of the Five Key Concepts of Media Literacy (Appendix B)
• Previous experience reading a variety of media texts, specifically print and/or electronic magazines
• Knowledge of media conventions and techniques related to print and/or electronic magazines (e.g., colour, variations in size and type of lettering or size of images, symbols, graphics, logos, aspects of design and layout)
• Experience expressing and listening to different viewpoints—Discussion Etiquette; see Internet Resource section, below

Materials and Resources

Materials:
Examples of media text/magazines that portray gender roles/stereotypes and will engage students in deep thinking about societal values, stereotypes and multiple perspectives. Invite students to bring in appropriate samples of magazines. Purse to determine appropriateness and organize for the exploration activity in the Minds On section of the lesson and the Cubing activity in the Action section. OR
A picture book such as The Paper Bag Princess by Robert Munsch, The Fourth Little Pig by Teresa Celsi, The Best Beekeeper of Lalibela by Cristina Kessler, or The Dot by Peter H. Reynolds that can be read aloud
T-chart with headings: Overt and Implied
Sticky notes
Dice—one die per group

Appendix A: Sample Checklists: Analyzing Media Text—one per student
Appendix B: Five Key Concepts of Media Literacy—posted in classroom as reference
Appendix C: Cubing Questions—one per group

Internet Resources:

Resources:
**Grade 10 English, Applied (ENG2P): Critical Literacy—Media Texts**

### Teaching/Learning Sequence: Grade 10 English, Applied (ENG2P): Critical Literacy—Media Texts

#### Whole Class/Groups → Discussion Etiquette/Reading Centres

**Students:**
- Form groups of four to six at Reading Centres in the classroom where examples of media text have been placed
- Generate a list of ways to work together in a group that will contribute to learning and to establishing a safe environment for sharing opinions and perspectives

Each small group shares two ideas with the class.

As a class, develop a short list of norms for group work and discussion, which will become the basis of student self-assessment later in the lesson. See Sample Checklists: Analyzing Media Text—Checklist #1: Group Work and Discussion (Appendix A).

Display and review the Five Key Concepts of Media Literacy (Appendix B).

- Emphasize the concept “Each person interprets messages differently” to validate individual perspectives and opinions.

Remind students that different backgrounds give people different perspectives.

To prepare for the Value Line activity below:
- Post the statement “Media texts are constructed versions of reality that portray bias, attitudes, perspectives, and beliefs.”
- Have students explore some of the examples of media text at their Reading Centre and then form an opinion on the statement.

#### Whole Class → Value Line

**Students:**
- Form a line, placing themselves on the line according to their opinion from strongly disagree to strongly agree
- In groups of three, along the line, discuss why they placed themselves at that particular point on the line and prepare an answer to share with the class

Post Critical Literacy questions to encourage discussion based on a selected media text about stereotypes, beliefs, attitudes, values, bias, and multiple perspectives present in the text. Through discussion, clarify the meaning of each term.

- Ask students to re-position themselves on the line based on this discussion, and discuss with an elbow partner why they stayed in the same spot or moved.

Provide feedback on accurate use of terms as well as “ways of working together” to support a safe environment for sharing opinions and perspectives.

#### Whole Class → Read Aloud/Think Aloud/Media Text Analysis

**Read Aloud** a picture book (e.g., *The Paper Bag Process* by Robert Munsch) or magazine selection; see Materials and Resources section on the reverse of this folder for additional suggestions.

Demonstrate, using a Think Aloud, how the media text can be analyzed to detect bias, attitudes, values, beliefs, and perspectives and to determine the implicit and overt messages by focusing upon media conventions and techniques specific to this genre (e.g., variations in size and choice of images and text, use of colour, aspects of design and layout).

- Ask Critical Literacy questions at appropriate times throughout the Read Aloud to encourage discussion about stereotypes, beliefs, attitudes, perspectives, and bias. For example:
  - How are females and males portrayed in this text?
  - Whose experiences are included? Omitted?
  - Why are they being presented in this way?
  - What attributes and values can we infer are presented? Which are approved/disapproved and how do you know this?
  - Why has the creator of this text represented the characters in a particular way?

#### Whole Class → T-Chart Definitions

Develop definitions of the words “overt” and “implied” and record them on a T-chart to be used later in the lesson.