

**Task Frame: Making Sense of Media Messages Grades 4-6 English Language Arts/Library Media**  
*Submitted by Lorena Kelly*

**Context:** Media messages surround us and have powerful impacts on our lives. Media refers to any means (e.g., digital, print, visual, audio) used to share a message. These messages affect the way we think, feel, and behave. In order to be a productive and responsible member of society, one must be a critical consumer of information. Understanding that everyone has biases and media messages are constructed for a purpose for specific audiences helps recipients (readers, viewers, listeners) be critical analyzers of information.

<p><b>Task</b></p> <ul style="list-style-type: none"> <li>○ Minimal Student Input</li> <li>○ <i><u>Some Student Input</u></i></li> <li>○ Student-Driven</li> </ul>	<p><i>What is the challenge?</i></p> <p>Students collect and analyze media messages for a specific time frame (journal). As students analyze the media messages they selected, they determine the authorship, format, content, purpose and the intended audience of the media messages. Students identify a trend in their data (e.g., gender bias, race bias, age bias, body image, lifestyle) that has impacted their life. Students work in groups based on the trend they select. Students will show evidence of the trend and develop a plan to decrease the reinforcement of the stereotype they observed in media messages. Students will construct a media message to as the vehicle to share the plan. Students will work with local media sources based on the format of the media message they select throughout the process, and media messages will be shared through the local media source.</p>
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<p><b>Audience</b></p> <ul style="list-style-type: none"> <li>○ Minimal Student Input</li> <li>○ <i><u>Some Student Input</u></i></li> <li>○ Student-Driven</li> </ul>	<p><i>Who is the audience? How does that shape communication?</i></p> <p>Local media sources (radio, television, internet) based on format of media message. Students consider their personal bias, content, purpose, format audience as they prepare plan.</p>
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<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>○ Minimal Student Input</li> <li>○ <i><u>Some Student Input</u></i></li> <li>○ Student-Driven</li> </ul>	<p><i>How do students use feedback?</i></p> <ul style="list-style-type: none"> <li>• Further analysis of selected media messages</li> <li>• Reexamination and/or further articulation of trend</li> <li>• Continued development of plan to work through challenges</li> <li>• Refine media message based on audience reaction</li> </ul>
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**Disciplinary Outcomes**

- To be critical consumers of information by analyzing and evaluating information
- Deconstruct and analyze media messages to determine purpose and impact (includes author’s purpose and author’s use of language, image, and sound)
- Investigate and determine trends in multiple media messages
- Develop and produce creative/informational media messages
- **Common Core E/LA:** CCSS.ELA-Literacy.RI.6.2, CCSS.ELA-Literacy.RI.6.7, CCSS.ELA-Literacy.W.6.4, CCSS.ELA-Literacy.SL.6.2, CCSS.ELA-Literacy.SL.6.5

**Cross-Disciplinary Outcomes**

- **Critical Thinking:** Examine messages and stories presented; apply a questioning eye
- **Communication:** Use mode(s) of communication to share information and ideas for a specific purpose, task, and audience; frame and present a point of view in a way that is compelling and engaging
- **Collaboration:** Take individual responsibility for a shared goal and common task; attend to the cohesiveness and quality of the common task
- **Metacognition:** Think about your thought process

Task Frame: <i>Case Study on Energy Drinks (Adapted from A Can of Bull? By Merle Heidemann &amp; Gerald Urquart)</i>	
<p><b>Context:</b> How do I stay awake to get everything done? How do I accelerate my performance on the field? There are a lot of energy drinks out there claiming to boost your energy level. Nearly 1/3 of American teenagers consume these, but does the science match the claim?</p>	
<p><b>Task</b></p> <ul style="list-style-type: none"> <li>○ Minimal Student Input</li> <li>○ <u><i>Some Student Input</i></u></li> <li>○ Student-Driven</li> </ul>	<p><i>What is the challenge?</i></p> <p>Students discuss what energy drinks they are consuming. They can either find the correlating claims and data or have to be restricted to what's in the case study, which includes: Red Bull, XS Citrus Blast, Sobe Adrenaline Rush, Impulse, and Coca-Cola. Research each ingredient found in these energy drinks. This information can be found in biochemistry and nutrition textbooks. Web sources may provide valuable information, but students should be critical in their use. Many will make unsubstantiated claims. Create an artifact that shows what <i>really</i> happens when you fuel up with energy drinks. Style and format is up to you — e.g., “Drink this, not that; 30 second Public Service Announcement; consumer review with ratings; Twitter feeds with talking points and links to certain websites</p> <p><i>Student idea:</i> “I heard that people who use energy drinks are more likely to abuse substances? Is that right? Does it hold up here in this school?” Data collection and analysis based on representative sample. Comparative analysis to national study findings.</p>
<p><b>Audience</b></p> <ul style="list-style-type: none"> <li>○ Minimal Student Input</li> <li>○ <u><i>Some Student Input</i></u></li> <li>○ Student-Driven</li> </ul>	<p><i>Who is my audience? How does that shape communication?</i></p> <p>Teenage consumers of energy drinks</p>
<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>○ <u><i>Minimal Student Input</i></u></li> <li>○ Some Student Input</li> <li>○ <u><i>Student-Driven</i></u></li> </ul>	<p><i>In what ways and from whom will students receive feedback?</i></p> <ul style="list-style-type: none"> <li>• Biological definition of energy</li> <li>• Legitimacy of product claims to boost energy</li> <li>• Use of supporting details in support of your analysis</li> <li>• Power of the narrative based on target audience</li> </ul> <p><i>Student idea:</i> Additional criteria to be developed</p>
Disciplinary Outcomes	
<ul style="list-style-type: none"> <li>• Determine the physiological role of energy drink components in the human body.</li> <li>• Explain scientifically how the marketing claims for these drinks are supported</li> <li>• Determine under what conditions each of the “energy drinks” might be useful to the consumer.</li> <li>• Collect, analyze and evaluate the quality of evidence in relation to a question</li> <li>• Develop a valid scientific conclusion, assess its validity and limitations, and determine future course of actions to inspire further questions</li> <li>• Communicate scientific information clearly, thoroughly, and accurately.</li> </ul>	
Cross-Disciplinary Outcomes	
<ul style="list-style-type: none"> <li>○ <b>Critical Thinking:</b> Make predictions, articulate patterns, and draw conclusions</li> <li>○ <b>Communication:</b> Use mode(s) of communication to share information and ideas for a specific purpose, task and audience</li> <li>○ <b>Metacognition:</b> Know what you don't know and use mechanisms to figure it out; think about your thought process; analyze performance along the way; seek and use feedback</li> </ul>	