

Violence in Media

CTE Lesson Aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects

This resource is best for:

Teachers of:	Broadcasting I	Career Cluster:	Arts, A/V Technology & Communications
Addressing Standard(s):	Standard 12	Grade-Band:	9 – 10

Texts	Text Complexity Analysis
<p>Text 1 Title: “The Psychological Effects of Violent Media on Children”</p> <p>Author: Aimee Tompkins</p> <p>Citation/Publication Information: Tompkins, A. (2003, Dec. 14). “The Psychological Effects of Violent Media on Children.” <i>AllPsych Journal</i>. Retrieved July 15, 2013.</p> <p>Link: http://allpsych.com/journal/violentmedia.html</p>	<p>Quantitative: Lexile: 1360</p> <p>Qualitative: This article is a summary of relevant research about the effects of violence on children. This article is slightly more complex because of academic vocabulary and intertextuality. However, the sentence structure and conventionality will allow students to engage with the text.</p> <p>Reader and Task: Students who are familiar with academic vocabulary used in scientific research studies will be better able to understand concepts referenced in the text.</p>
<p>Text 2 Title: “Research Shows Violent Media Do Not Cause Violent Behavior”</p> <p>Author: Gene Beresin and Steve Schlozman</p> <p>Citation/Publication Information: Beresin, G. and S. Schlozman (2012, Dec. 26). “Research Shows Violent Media Do Not Cause Violent</p>	<p>Quantitative: Lexile: 1410</p> <p>Qualitative: This article’s complexity rests with its academic vocabulary and references to other studies. However, tone is conversational and should be understandable to most students.</p>

<p>Behavior.” <i>Children News</i>. Retrieved July 15, 2013.</p> <p>Link: http://www.massgeneral.org/children/about/newsarticle.aspx?id=3929</p>	<p>Reader and Task: Students who are familiar with academic vocabulary used in scientific research studies will be better able to understand concepts referenced in the text.</p>
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Tennessee State Standards for English Language Arts & Literacy in Technical Subjects addressed by task *	
Strand	Grades 9-10
TN Reading Standard for Literacy in Technical Subjects: Key Ideas and Details	<p>1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p>
TN Reading Standard for Literacy in Technical Subjects: Integration of Knowledge and Ideas	<p>8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.*</p> <p>9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.*</p>
TN Writing Standard for Literacy in Technical Subjects: Text Types and Purposes	<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> a) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b) Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns. c) Use words, phrases and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e) Provide a concluding statement or section that follows from or supports the argument presented.
TN Writing Standard for Literacy in Technical Subjects: Production and Distribution of Writing	<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*</p>
TN Writing Standard for Literacy	<p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced</p>

<p>in Technical Subjects: Research to Build and Present Knowledge</p>	<p>searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.* 9. Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p>Tennessee CTE Standards addressed by task</p>	
<p>Broadcasting I</p>	<p>12. Students will analyze the effects of media on society. 12.1 Compare research of mass media ethics today and those of past generations. 12.1A Analyzes ethics in today’s media, such as music, advertising, video games, point-of-view journalism, social media, blogs, etc., versus those of previous generations. 12.1B Debate pros and cons of today’s media effects on society. 12.2 Demonstrates ethical behaviors in what is written, spoken, or presented in any form.*</p>

* Standards noted with an asterisk (*) will only be covered if this activity is conducted as a longer-form lesson and research project that would culminate in a report or paper. Other standards may be covered and/or assessed through using this activity as an assessment or writing prompt.

<p>What key insights should students take from these texts?</p>
<ol style="list-style-type: none"> 1. There is conflicting research about the causal relationship between watching violent media and violent acts in children. 2. Impact of violent media on children may vary with age, gender, content, hours exposed, and other factors.
<p>Text-Dependent Questions</p>
<ol style="list-style-type: none"> 1. What evidence does Tompkins present to support the claim that violent media does increase violent behavior in children? 2. What evidence do Beresin and Schlozman present to refute the claim that violent media increases violent behavior in children? 3. What tips do Beresin and Schlozman give for parents and what research, referenced in the text, supports those recommendations?

Writing Mode	Writing Prompt
Argumentative	Based on the texts you have read, develop a logical argumentative essay supporting or opposing the viewpoint that violent media causes violent behavior. Support your claim using valid reasoning and evidence from the texts. Be sure to develop your claim and counterclaim addressing the strengths and limitations of each.

Discussion: These texts could be explored orally and used to form the basic foundation of a lesson or series of lessons. Both texts have Lexile scores higher than recommended grade band; however, explanation of basic academic and domain-specific vocabulary would allow students to access material. Close-reading questions should be developed in advance in order to drive student understanding of the material while also practicing reading skills. For information on how to develop questions for this type of discussion, visit http://tncore.org/literacy_in_science_and_technology/instructional_resources/text_dependent_questions.aspx.

Writing and/or Assessment: The writing prompt included can be either a constructed-response assessment or a longer-term writing assignment for students to develop and refine over time to gauge student understanding of technical content as well as reading and writing skills as outlined by the Tennessee State Standards for Literacy in History/Social Studies, Science, and Technical Subjects. An appropriate writing rubric – such as those found at http://tncore.org/literacy_in_science_and_technology/assessment_tasks.aspx – should be used to assess student work.

- **Assessment:** If using this material as an assessment, present both texts to students at once, and provide them with the prompt and materials to use to construct their response. This should be a timed exercise (for example, 90 minutes). Use this exercise as an assessment to measure student progress toward reading and writing expectations as well as content knowledge. This is a good primer activity for state assessments.
- **Task:** If using this material as a writing task, you may scaffold the texts with close readings and text-based questions to guide student exploration of the text(s). A culminating task of this lesson or sequence of lessons could be the writing prompt – either assigned in class, as homework, or as a report that is drafted and refined over time to build writing skills.

Scaffolding and support for special education students, English language learners, and struggling readers: Consider pre-teaching synonyms of difficult vocabulary words. Lower-level readers and ELL students can still be challenged without being overloaded with difficulty. This strategy can also be used to differentiate for stronger readers by introducing new, and more challenging, vocabulary. Struggling readers would also benefit from visual aids to illustrate many of the ideas presented. Pictures, diagrams, and charts alongside the text will go far to aide students as they dissect the article.

Note: Social, ethnic, racial, religious, and gender bias is best determined at the local level where educators have in-depth knowledge of the culture and values of the community in which students live. TDOE asks local districts to review these materials for social, ethnic, racial, religious, and gender bias before use in local schools.