

# Unit #3: Media and the Impact of Technology

Content Area: **History**  
Course(s):  
Time Period:  
Length: **5 weeks**  
Status: **Published**

## State Mandated Topics Addressed in this Unit

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Amistad Law: N.J.S.A. 18A 52:16A-88	Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.
LGBT and Disabled Mandate N.J.S.A. 18A:35-4.35	History of disabled and LGBT persons: N.J.A.S.A. 18A:35-4.35 mandates a board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards

## Media and the Impact of Technology

### Learning Objectives

- 1. Examine the impact of media and technology on political and social issues in a global society.
- 2. Analyze the impact of American culture on other world cultures from multiple perspectives.
- 3. Explain how and why technology is transforming access to education and educational practices worldwide.
- 4. Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.

### Essential Skills

- 1. Identify and evaluate the different sources of news with respect to context, point of view and relevance.
- 2. Evaluate information gathered through research, testing its validity, credibility and identifying any

bias.

- 3. Identify examples of bias through comparing and contrasting viewpoints.
- 4. Utilize technology to acquire, organize and present information.

## Standards

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SOC.6.1.12.CivicsPD.16.a	Construct a claim to describe how media and technology has impacted civic participation and deliberation.
SOC.6.1.12.CivicsPR.16.a	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
SOC.6.1.12.EconNE.16.a	Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.
SOC.6.1.12.EconNE.16.b	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
SOC.6.1.12.HistoryUP.16.a	Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

## Instructional Tasks/Activities

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- 1. Research and view different genres of news presented in multiple outlets. Different types of media outlets include: Tabloids, Newspapers, Morning/Evening News, Print Magazines, AP Wire, Internet. Different types of news include: general news, political news, business news, regional news, entertainment news, niche-oriented news (health, science, technology), crime reporting, Sensationalism.
- 2. Define and identify the following key terms related to the media: Bias, Conservative, Evenhanded, Journalism, Liberal, Loaded Language, Objective (Viewpoint), Point Of View, Propaganda, Stereotype, Editorial, Electronic Media, Mass Media, News Source, State Run Media, Underground Media.
- 3. Guided reading/ Outlining/ Notes
- 4. Complete multiple graphic organizers, including, but not limited to: KWL charts, Venn diagrams, page dumps, compare and contrast charts.
- 5. Decipher the differences between these viewpoints by identifying the liberal and conservative stances within the viewpoint through a class discussion or writing analysis.
- 6. Evaluate articles from the news on the basis of fact and opinion.
  - a. Discussion of state-run media
  - Artists will be able to know the following:
    - b. Discussion of news manipulation through history including but not limited to: yellow journalism, muckraking, propaganda
  - Bias exists in the news through: selection and omission, placement, headline, photos, captions and camera angles, use of names and titles, statistics, crowd counts, source control and tone.
  - Thoroughness, accuracy/credibility, objectivity, and newsworthiness must be considered in evaluating news.

## Assessment Procedure

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- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Essays
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Notes quizzes
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Teacher created test
- Teacher observation
- Test
- Vocabulary quiz on key terms
- Worksheet

## **Recommended Technology Activities**

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- Other technology such as Turnitin.com and multimedia resources will be utilized throughout the unit as appropriate.
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Google Slides for presentation.
- Kahoot
- MagicSchool AI
- Quiziz
- Readings from online textbook.
- Screencastify
- Teacher generated notes either typed or shown.

- Use of ChromeBooks for research and online textbook.

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Special Education**

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Modifications and accommodations to this unit will be based on individual IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions

- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

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## **Resources**

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- (The New York Times), CNN, FOX News and other news networks through online streaming
- Google Docs
- Google Slides
- Issues in Our Changing World, The Center for Learning
- Local and National Magazines and Newspapers
- McGraw Hill "United States History" textbook
- Primary source documents from DBQ online
- Primary source documents from from McGraw Hill "United States History" textbook
- Social Media, such as Facebook and Twitter
- Student Magazines, e.g., Upfront
- The Internet

