

# NLI2010 Website Intent Analysis

**Writer:** rdelossa11

**Unit or Course:** Web researching/English/Social Studies

**Lesson Duration:** 330

**Preparation Time:** 60

**Grades:** 8, 9, 10, 11, 12

**Topics or Keywords:** website evaluation, controversial material, synthesis, analysis, internet

## Lesson Overview

This lesson is designed to lead students to a deeper understanding of authorship and point of view in websites and to think more deeply about how they find websites and information within them.

**Attachments:**

## Alignment to Standards

### Academic Standards

**English Language Arts Disciplines :Reading and Literature Strand, 7**

**8.27.**

**For informational/expository texts:**

Identify evidence used to support an argument.

**English Language Arts Disciplines :Reading and Literature Strand, 9**

**8.31.**

**For informational/expository texts:**

Analyze the logic and use of evidence in an author's argument.

**English Language Arts Disciplines :Reading and Literature Strand, 7**

**9.5.**

Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.

**English Language Arts Disciplines :Reading and Literature Strand, 7**

**8.28.**

**For informational/expository texts:**

Distinguish between the concepts of theme in a literary work and author's purpose in an expository

text.

**English Language Arts Disciplines :Reading and Literature Strand, 7**

**8.26.**

**For informational/expository texts:**

Recognize organizational structures and use of arguments for and against an issue.

**History and Social Science Disciplines :Grade 1: True Stories and Folk Tales from America and from Around the World Strand, 1**

**1.9.**

Explain that Americans have a variety of different religious, community, and family celebrations and customs, and describe celebrations or customs held by members of the class and their families. (H)

**History and Social Science Disciplines :World History Strand, 9**

**WHII.47.**

Explain the rise and funding of Islamic fundamentalism in the last half of the 20th century and identify the major events and forces in the Middle East over the last several decades. (H, E)

1. the weakness and fragility of the oil-rich Persian Gulf states, including Saudi Arabia, Kuwait, and others
2. the Iranian Revolution of 1978-1979
3. defeat of the Soviet Union by the Mujahideen in Afghanistan
4. the origins of the Persian Gulf War and the post-war actions of Saddam Hussein
5. the financial support of radical and terrorist organizations by the Saudis
6. the increase in terrorist attacks against Israel and the United States

**History and Social Science Disciplines :World History Strand, 9**

**WHII.48.**

Describe America's response to and the wider consequences of the September 11, 2001, terrorist attack on the World Trade Center in New York City and the Pentagon in Washington, D. C. (H)

**History and Social Science Disciplines :Grade 12 Elective: American Government Strand, 12**

**USG.4.2.**

Analyze reasons for conflict among nation states, such as competition for resources and territory, differences in system of government, and religious or ethnic conflicts.

**History and Social Science Disciplines :Grade 12 Elective: American Government Strand, 12**

**USG.4.8.**

Use a variety of sources, including newspapers, magazines, and the internet to identify significant world political, demographic, and environmental developments. Analyze ways that these developments may affect United States foreign policy in specific regions of the world.

**History and Social Science Disciplines :Grade 12 Elective: American Government Strand, 12**

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**USG.4.9.**

Evaluate, take, and defend a position about whether or not the United States should promote the spread of democracy throughout the world, or in certain parts of the world, or not at all.

**Technology Literacy Standards and Expectations Disciplines :Ethics and Safety Strand, 6****2.8.**

Analyze and explain how media and technology can be used to distort, exaggerate, and misrepresent information.

**Technology Literacy Standards and Expectations Disciplines :Ethics and Safety Strand, 9****2.9.**

Evaluate the authenticity, accuracy, appropriateness, and bias of electronic resources, including Web sites.

**Technology Literacy Standards and Expectations Disciplines :Ethics and Safety Strand, 9****2.10.**

Analyze the values and points of view that are presented in media messages.

**Technology Literacy Standards and Expectations Disciplines :Research, Problem Solving and Communication Strand, 6****3.1.**

Explain and demonstrate effective searching and browsing strategies when working on projects.

**Technology Literacy Standards and Expectations Disciplines :Research, Problem Solving and Communication Strand, 9****3.8.**

Use online communication tools to collaborate with peers, community members, and field experts as appropriate (e.g., bulletin boards, discussion forums, listservs, Web conferencing).

**Technology Literacy Standards and Expectations Disciplines :Research, Problem Solving and Communication Strand, 9****3.9.**

Plan and implement a collaborative project with students in other classrooms and schools using telecommunications tools (e.g., e-mail, discussion forums, groupware, interactive Web sites, videoconferencing).

**Vocational Standards****Assessments****Assessment Instructions**

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Student worksheets will be analyzed by peer assessment groups. Final multi-modal presentation will be assessed according to a rubric given to students in the course of the lesson.

**Attachments:**

### **Products And Performances**

Students will complete two worksheets related to website analysis (peer reviewed), one VoiceThread analysis of an image or quotation, and one website analysis using a multi-modal presentation in front of their peers.

**Attachments:**

### **MCAS Questions**

## **Instructional Strategies**

### **Key Concepts**

**Essential question:** How do you teach students to safely and effectively evaluate online material that relates to current events that may be highly controversial and have radically different online opinions and constituencies...? (...in order to expose them to multiple points of view in order to gauge authorial intent in written text regardless of medium.) **Key concepts:** authorial intent, bias, context, media manipulation

**Attachments:**

### **Specific Skills**

Students will be able to accurately evaluate information within websites for context, bias, and authorial intent. Students will be able to use a webcloud tool, VoiceThread, to comment collaboratively on discrete material.

**Attachments:**

### **Activities And Procedures**

Activities and procedures are listed in detail at <http://newlitinstitute2010.wikispaces.com/Team+3>.

**Attachments:**

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## **Extensions And Modifications**

This lesson is multi-modal and allows students to work either individually or collaboratively with other students at their own pace. Content, level of complexity, and pace can all be easily modified according to student demand.

### **Attachments:**

## **Material or Resources**

### **Material and Resources**

See <http://newlitinstitute2010.wikispaces.com/Team+3>.

### **Attachments:**

### **Websites**

See <http://newlitinstitute2010.wikispaces.com/Team+3>.

### **References**

See <http://newlitinstitute2010.wikispaces.com/Team+3>.

### **Attachments:**