

Subject	World History 10														
Lesson Summary	This curriculum is meant for a 10th grade World History course. Students will be using the Critical Media Literacy framework to deconstruct, analyze, and interpret text media and understand how it fosters biased representations of multiple communities.														
Essential Questions	<p>What role does the media play in fostering inequality?</p> <p>Why do people continue to be oppressed?</p> <p>How do we look at multiple sides of the story to assess and interpret information?</p>														
Resources	<p style="text-align: center;"><b>Critical Media Literacy Framework</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Conceptual Understandings</th> <th style="width: 50%; text-align: center;">Questions</th> </tr> </thead> <tbody> <tr> <td> <b>Social Constructivism:</b>            All information is co-constructed by individuals and/or groups of people who make choices within social contexts.         </td> <td> <b>Who</b> are all the possible people who made choices that helped create this text?         </td> </tr> <tr> <td> <b>Languages/Semiotics</b>            Each medium has its own language with specific grammar and semantics         </td> <td> <b>How</b> was this text constructed and delivered/accessed?         </td> </tr> <tr> <td> <b>Audience/Positionality</b>            Individuals and groups understand media messages similarly and/or differently depending on multiple contextual factors.         </td> <td> <b>How</b> could this text be understood differently?         </td> </tr> <tr> <td> <b>Politics of Representations</b>            Media messages and the medium through which they travel always have a bias and support and/or challenge dominant hierarchies of power, privilege, and pleasure.         </td> <td> <b>What</b> values, points of view, and ideologies are represented or missing from this text or influenced by this medium.         </td> </tr> <tr> <td> <b>Production/Institutions</b>            All media texts have a purpose (often commercial or governmental) that is shaped by the creators and/or systems within which they operate.         </td> <td> <b>Why</b> was this text created and/or shared?         </td> </tr> <tr> <td> <b>Social and Environmental Justice</b>            Media culture is a terrain of struggle that perpetuates or challenges positive and/or negative idea about people, groups, and issues; it is never neutral.         </td> <td> <b>Whom</b> does this text advantage and/or disadvantage?         </td> </tr> </tbody> </table> <p style="font-size: small; margin-top: 10px;">Kellner, D., &amp; Share, J. (2019). <i>The critical media literacy guide: Engaging media and transforming education</i>. The Netherlands: Brill/Sense Publishers.</p>	Conceptual Understandings	Questions	<b>Social Constructivism:</b> All information is co-constructed by individuals and/or groups of people who make choices within social contexts.	<b>Who</b> are all the possible people who made choices that helped create this text?	<b>Languages/Semiotics</b> Each medium has its own language with specific grammar and semantics	<b>How</b> was this text constructed and delivered/accessed?	<b>Audience/Positionality</b> Individuals and groups understand media messages similarly and/or differently depending on multiple contextual factors.	<b>How</b> could this text be understood differently?	<b>Politics of Representations</b> Media messages and the medium through which they travel always have a bias and support and/or challenge dominant hierarchies of power, privilege, and pleasure.	<b>What</b> values, points of view, and ideologies are represented or missing from this text or influenced by this medium.	<b>Production/Institutions</b> All media texts have a purpose (often commercial or governmental) that is shaped by the creators and/or systems within which they operate.	<b>Why</b> was this text created and/or shared?	<b>Social and Environmental Justice</b> Media culture is a terrain of struggle that perpetuates or challenges positive and/or negative idea about people, groups, and issues; it is never neutral.	<b>Whom</b> does this text advantage and/or disadvantage?
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Lesson Objectives:	<p>Students will be able to..</p> <p>2.A Identify a source’s point of view, purpose, historical situation, and/or audience.</p> <p>2.B Explain the point of view, purpose, historical situation, and/ or audience of a source.</p> <p>2.C Explain the significance of a source’s point of view, purpose, historical situation, and/ or audience, including how these might limit the use(s) of a source.</p>														
Language Objective	Students will be able to discuss and dialogue about how the media plays a role in influencing														

	human behavior, verbally and in written format.
Length of Lesson	3 Days (120 Minutes Each)

Solidarity Movements

<p>Day 1</p>          <p>120 minutes</p>	<p><b>Opening:</b>  <i>Warm-Up</i>          What role do you think women have played in shaping East Asian history?</p> <p><i>Share-out Responses</i></p> <p><b>Engagement:</b></p> <p><i>Image Analysis:</i>          Contemporary Problematic Representations of Asian American Communities; Analyze contemporary misrepresentations of the AAPI community.</p> <p>IMAGE 1-3</p> <table border="1" style="width: 100%;"> <tr> <td><b>Who</b> are all the possible people who made choices that helped create this text?</td> </tr> <tr> <td><b>How</b> was this text constructed and delivered/accessed?</td> </tr> <tr> <td><b>How</b> could this text be understood differently?</td> </tr> <tr> <td><b>What</b> values, points of view, and ideologies are represented or missing from this text or influenced by this medium.</td> </tr> <tr> <td><b>Why</b> was this text created and/or shared?</td> </tr> <tr> <td><b>Whom</b> does this text advantage and/or disadvantage?</td> </tr> </table> <p><i>Textual Analysis:</i>          Read and annotate text:          Segments of: <b>Tonomura, Hitomi. "Re-envisioning Women in the Post-Kamakura Age" (1997).</b></p> <p>Text Comprehension Questions:</p> <table border="1" style="width: 100%;"> <tr> <td><b>Who</b> are all the possible people who made choices that helped create this text?</td> </tr> <tr> <td><b>How</b> was this text constructed and delivered/accessed?</td> </tr> <tr> <td><b>How</b> could this text be understood differently?</td> </tr> <tr> <td><b>What</b> values, points of view, and ideologies are represented or missing from this text or influenced by this medium.</td> </tr> <tr> <td><b>Why</b> was this text created and/or shared?</td> </tr> <tr> <td><b>Whom</b> does this text advantage and/or disadvantage?</td> </tr> </table>	<b>Who</b> are all the possible people who made choices that helped create this text?	<b>How</b> was this text constructed and delivered/accessed?	<b>How</b> could this text be understood differently?	<b>What</b> values, points of view, and ideologies are represented or missing from this text or influenced by this medium.	<b>Why</b> was this text created and/or shared?	<b>Whom</b> does this text advantage and/or disadvantage?	<b>Who</b> are all the possible people who made choices that helped create this text?	<b>How</b> was this text constructed and delivered/accessed?	<b>How</b> could this text be understood differently?	<b>What</b> values, points of view, and ideologies are represented or missing from this text or influenced by this medium.	<b>Why</b> was this text created and/or shared?	<b>Whom</b> does this text advantage and/or disadvantage?
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**Closing:**

*Exit Slip:*

How were women re-envisioned in the Post-Kamakura age? Did the media play a role in this? Cite one piece of evidence.

Day 2

**Opening:**

*Warm-Up*

Do you ever look into who creates the media that you are consuming? Why or why not? How might this influence how the story is told?

**Engaging:**

*Image Analysis:*

120 minutes

‘We’re the geeks, the prostitutes’: Asian American actors on Hollywood’s barriers

**Race**

**‘We're the geeks, the prostitutes': Asian American actors on Hollywood's barriers**

Films like Ghost in the Shell have fueled debate over whitewashing, while roles are few for Asian Americans - and when they are wanted, it's often to play offensive stereotypes



[https://www.theguardian.com/world/2017/apr/11/asian-american-actors-whitewashing-hollywood?utm\\_source=esp&utm\\_medium=Email&utm\\_campaign=GU+Today+USA++Collections+2017&utm\\_term=221373&subid=13153165&CMP=GT\\_US\\_collection](https://www.theguardian.com/world/2017/apr/11/asian-american-actors-whitewashing-hollywood?utm_source=esp&utm_medium=Email&utm_campaign=GU+Today+USA++Collections+2017&utm_term=221373&subid=13153165&CMP=GT_US_collection)

**Summarize the main points from the text.**

**What are some struggles Asian American actors face?**

**How could this text be understood differently?**

**What values, points of view, and ideologies are represented or missing from this text or influenced by this medium.**

**Why was this text created and/or shared?**

**Whom does this text advantage and/or disadvantage?**

*Textual Analysis:*

Read and annotate text:

**Segments of: Cooper, Michael, ed. They Came to Japan: An Anthology of European Reports on Japan (1965).**

Text Comprehension Questions:

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Day 3	<p><b>Cumulative Assessment:</b></p> <p>Please use segments from “<i>They Came to Japan: An Anthology of European Reports on Japan</i>” and segments of “<i>Re-envisioning Women in the Post-Kamakura Age</i>” and “<i>We’re the geeks, the prostitutes’: Asian American actors on Hollywood’s barriers</i>” to answer the following question with evidence. Note: Sentence structures and frames will be provided.</p> <p><b>Assessment Question:</b>  <b>What role does the creator of the media play in influencing the way we understand and learn about certain communities (i.e. women)? Please give evidence from the text.</b></p>						