

Unit Three

Beliefs and Bias

Cultural Hegemony and Counter Hegemony

Note To Teacher: Navigation Page

Glossary: Unit 3

Benchmark 1: [Podcast Analysis](#)

Benchmark 2: [Message to the Kids Who Laughed so Hard it Hurt](#)

Benchmark 3: [Media Critique](#)

Benchmark 4: [Hegemony Self-Portrait](#)

Benchmark 5: [Topic, Question](#)

Benchmark 6: [Record Your Interview](#)

Benchmark 7: [Intro Outro](#)

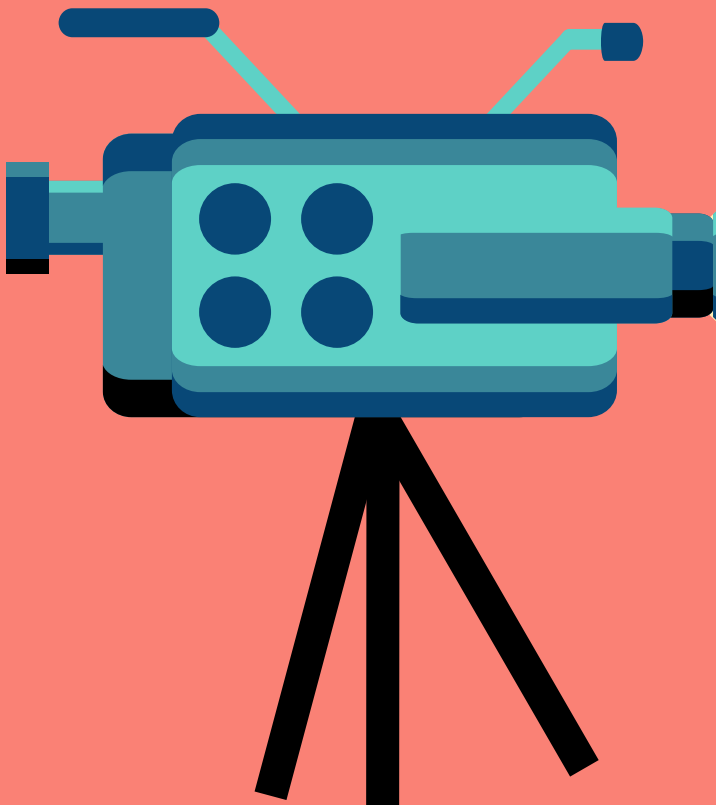
Benchmark 8: [Transcript/Narrative](#)

Benchmark 9: [Reflection](#)

Additional Content: [Case Studies, Activities, Readings etc](#)



*Please be sure to look at presenter notes for additional information and links to articles, videos, and assignments.



YOUR story

Do Now:

Why is it important to
tell our own stories in
our own words?





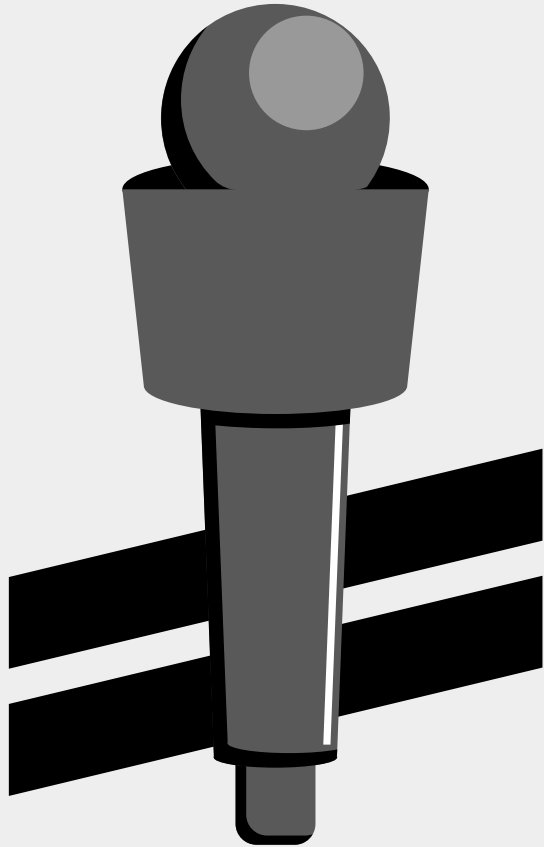
Activity!



1. Read the text, "[The Kids Who Laughed Till It Hurt.](#)"
2. Listen to the podcast, "[This American Life](#)" on the same event.

Analyze the story you just experienced in the activity [HERE!](#)





Exit Ticket:

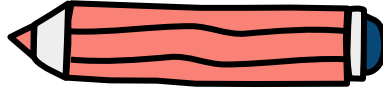
Why is sharing counter-narratives important?

Do Now:



What is a story
that needs to be
heard?

Activity!



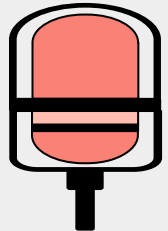
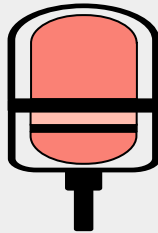
Complete the “SFUSD Multimedia Ethnic Studies Showcase: Humanizing Narrative” activity.





Exit Ticket:

How does oral history fill the
gaps of other historic
accounts?



Do Now:

Where do you get your
news from?

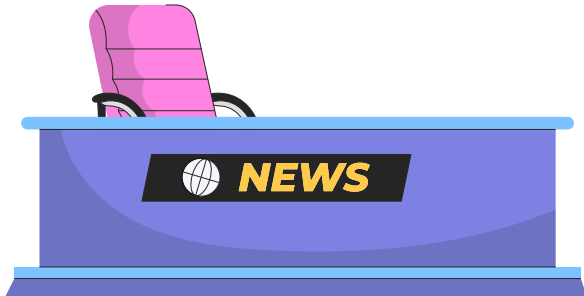


Text:

Mainstream Media Ownership

Activity!

Media Control: Illusion of Choice

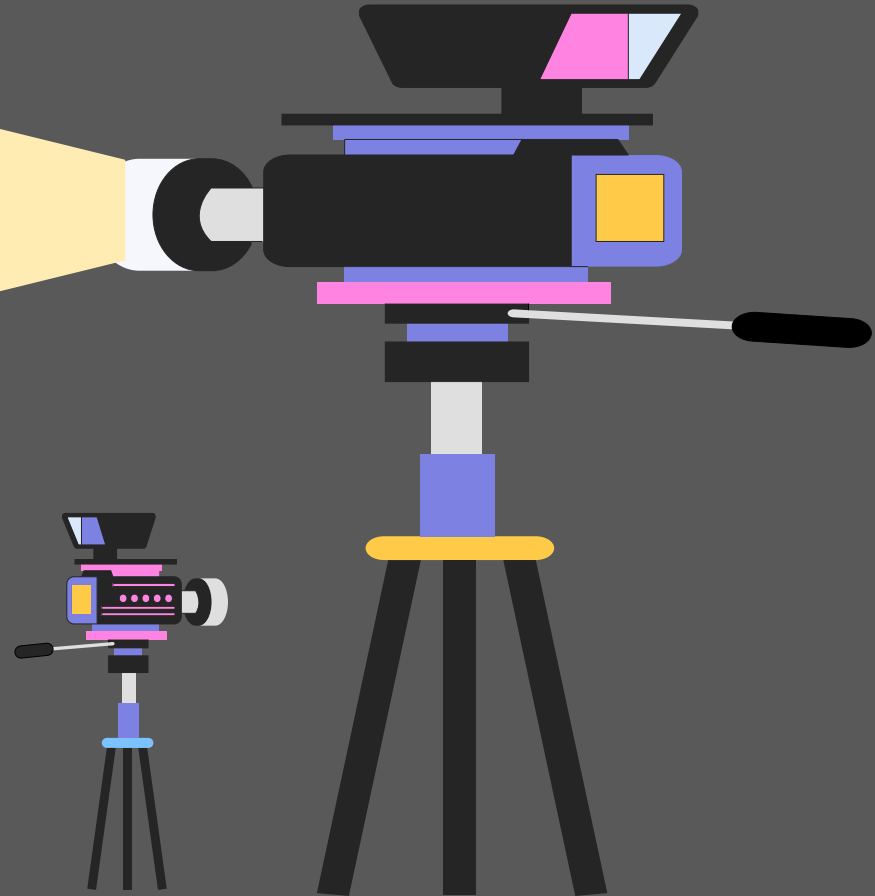


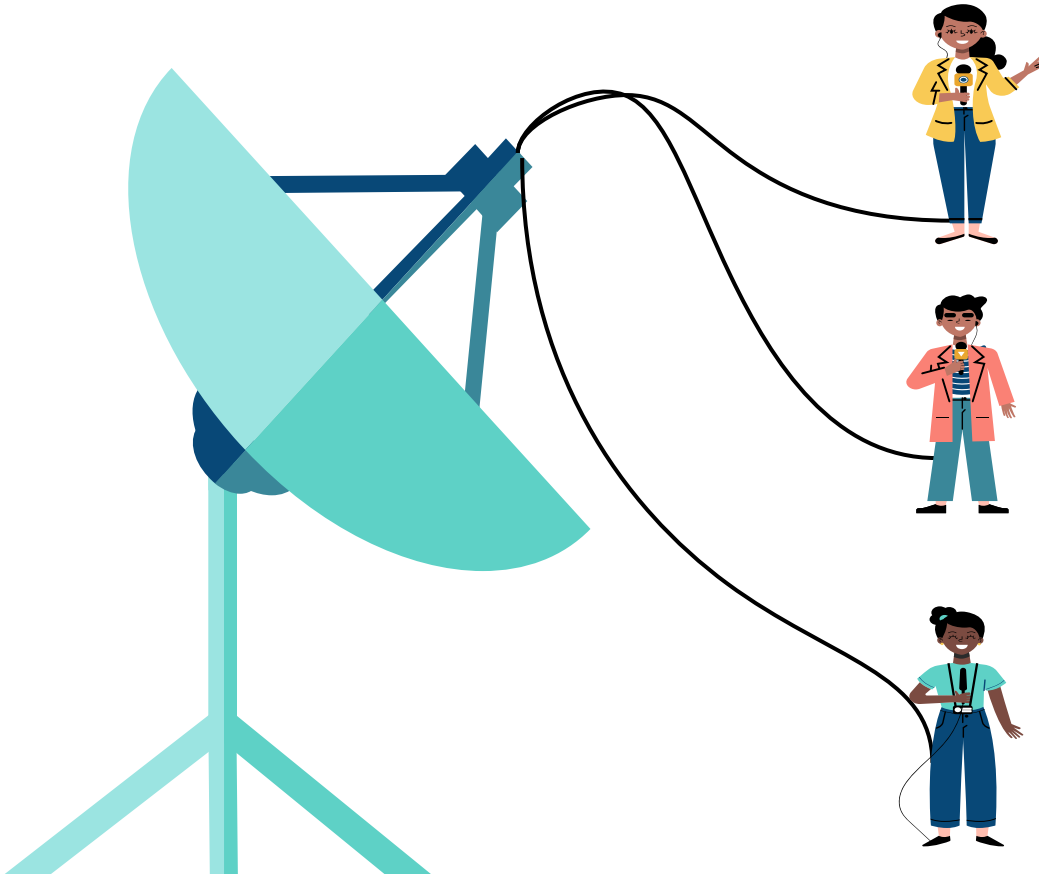
Exit Ticket:



Do Now:

What harms come from people believing getting their information from only one place?





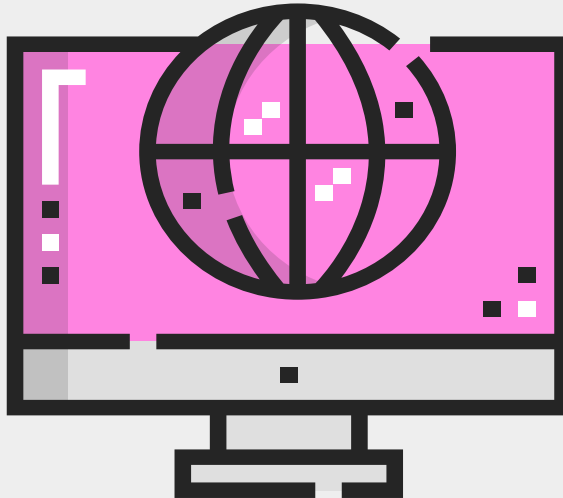
Activity:

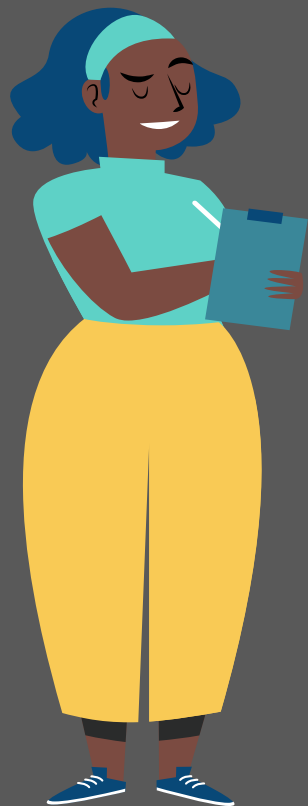
Mass Media Fictional Character Identity
(Activity)

Mass Media Fictional Character Identity
(Student Example)

Exit Ticket:

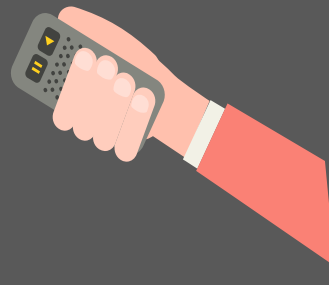
What fictional characters have shaped your understanding of identities other than your own?





Do Now:

Do you like asking people questions? Why or why not.



Activity!



Play the “Ask Me a Question” game
between students and the teacher.

Click [here](#) to access the game!



Exit Ticket:

What is one question you would never want anyone to ask you?

Do Now:

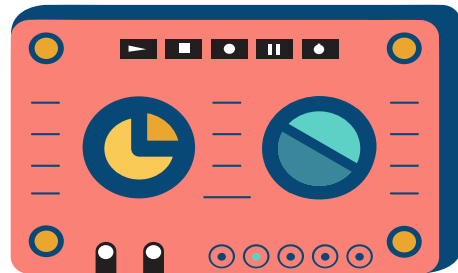
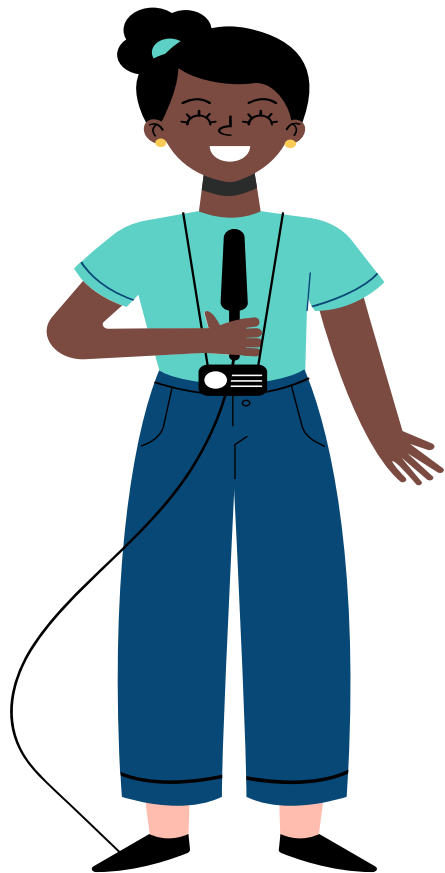
What stories do we know that
have shaped our perception of a
specific neighborhood or
community?

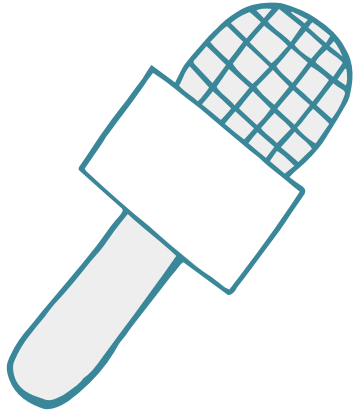


Activity!

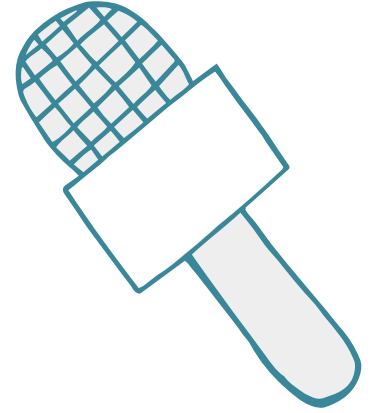
*Listen to these stories
from the podcast **The
Moth**:*

The Moth | Stories
The Moth Story Library





Activity (continued)



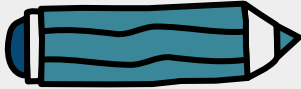
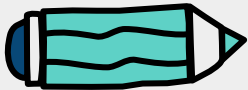
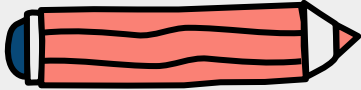
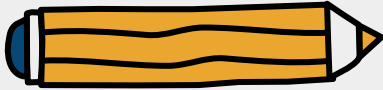
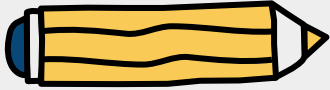
After listening...

Which production elements make it engaging?
Analyze the physical elements- tone, pace,
language (descriptors and word choice).

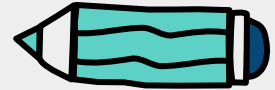
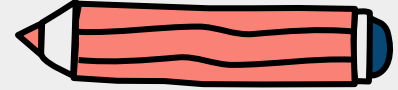
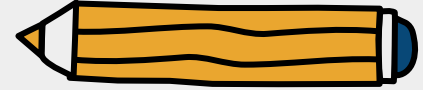
What production elements would you change
or avoid?

Analyze the content- identify 3 elements of
humanization, 3 elements of dehumanization, 2
examples of hegemony, 2 examples of counter
hegemony

Exit Ticket:



Who is someone in your community (geographic or otherwise) that would have some interesting stories to tell?



Do Now:

**What is a topic that has been on
your mind lately?**



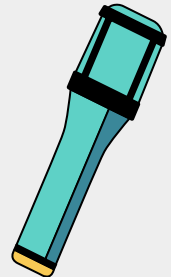
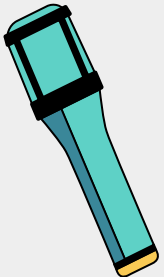
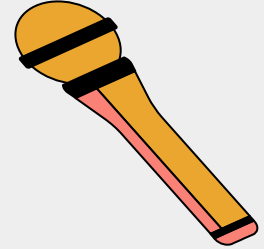
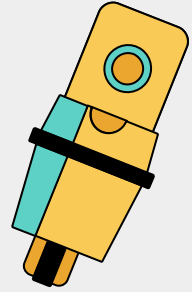
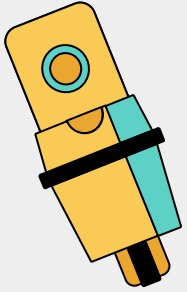
Activity!



Soundtrap Intro

Exit Ticket:

What is another topic you
would consider discussing in
your podcast?





*The "Do Now" is embedded in the activity!



Activity!

Go through the slideshow
[Black in the Media.](#)

Complete the [activity](#) on
Black people in the media
while you go through the
slides!



Do Now:

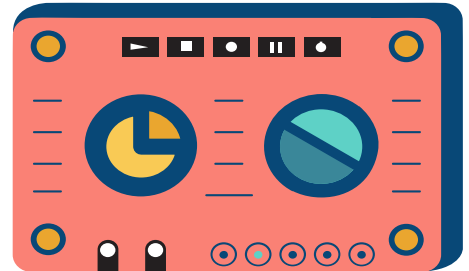
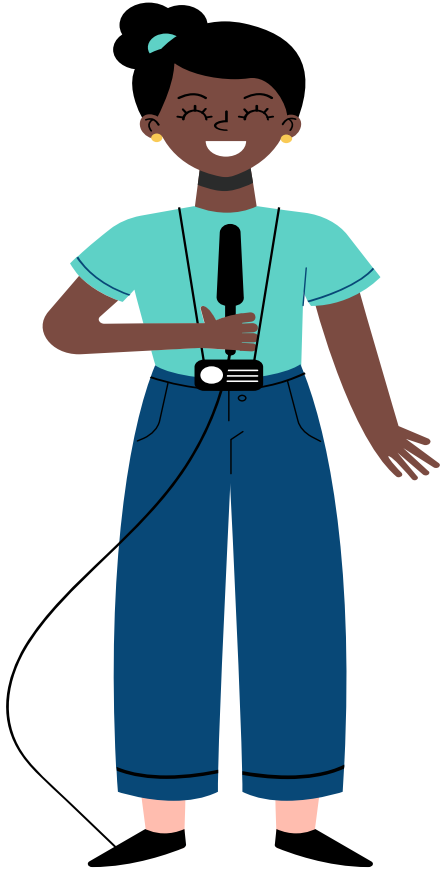
What are some types of Black female characters that are missing from TV today?

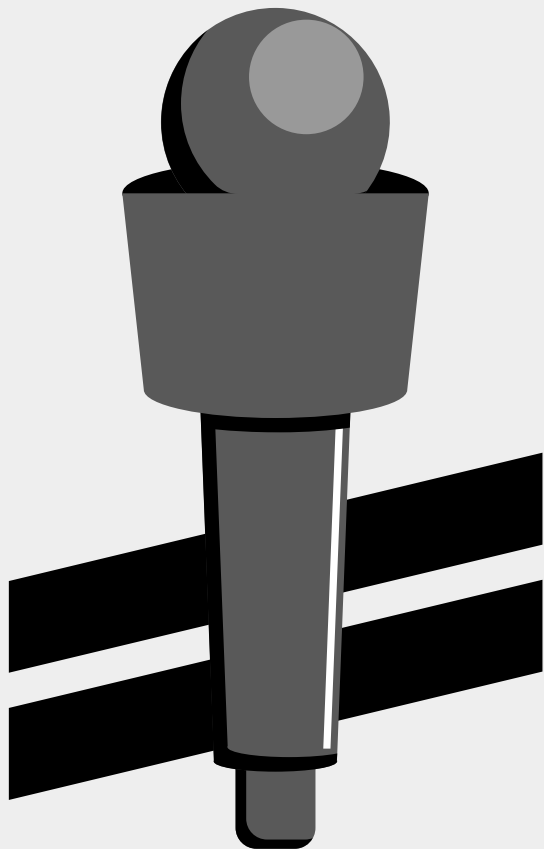


Activity!

Do this Black Studies Infusion
lesson on:

Misogynoir





Exit Ticket:

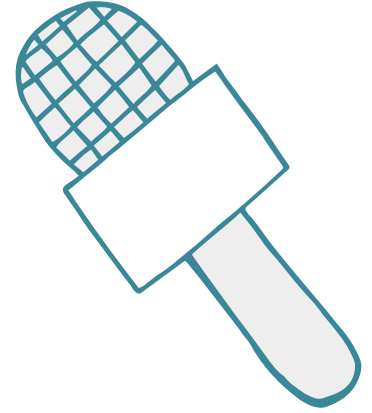
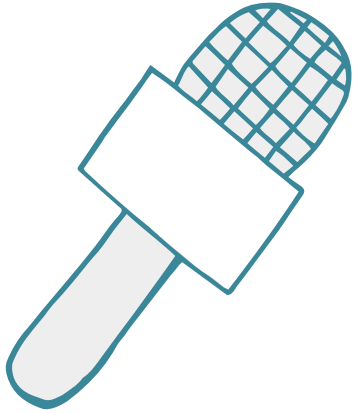
How should Black women be portrayed in the media?

Do Now:

What is the difference
between the terms
“hispanic” & “Latine”?



Activity



Go through these [slides](#) about the “key turning points” of Latin American History” beginning with the difference between the names “latin,” “hispanic,” and “Spanish.”

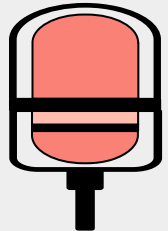
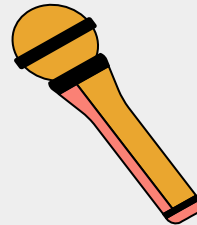
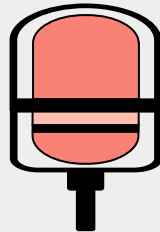
Then, complete the “key turning points” [exercise](#).

Exit Ticket:



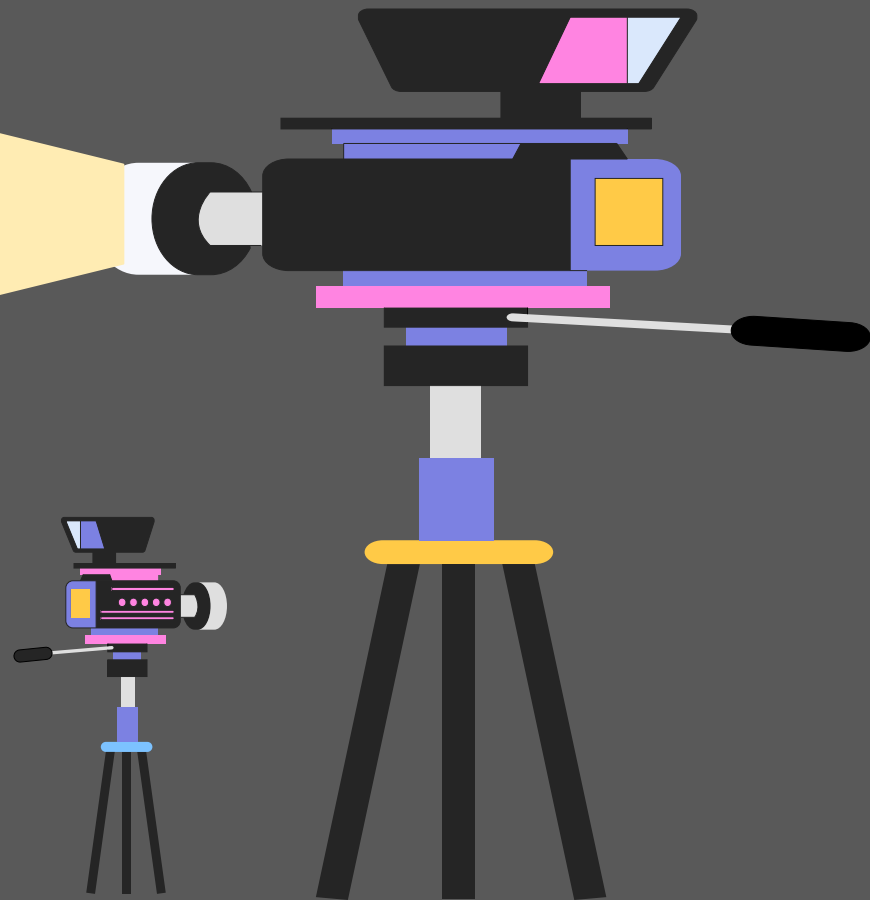
Between the terms covered (Latine, LatinX, Latin, Hispanic, and Spanish) which do you think represents the people of the region best?

Can you think of a more fitting term that we haven't covered?

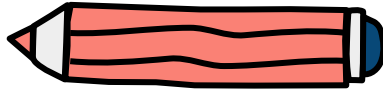


Do Now:

When you see a Latine character on shows and movies, what kinds of roles do they play?



Activity:



Go through the slides for “Latines in the Media” answering the questions along the way!

In this activity you will watch the “Latinos Beyond Reel” Official Trailer 2012



Use this document to complete the “Latines in the Media Infographic Exercise!”

Exit Ticket:

If you had the opportunity to cast a Latin@ actor in a film, what kind of role would YOU make for them based on what you know now?



*The “Do Now” is embedded in the activity!

Activity

Go through the slides for “Asian Americans in the Media” answering the questions along the way!



Activity!



Go through the “[Arabs in the Media](#)” slides and answer the questions along the way!

And complete the “[Arabs in the Media Activity](#)” along with the slides!

Activity!



Dehumanization affects lots of people. Why are these anti-semitic (anti Jewish) stereotypes harmful? What similarities can you see about these negative beliefs and the stereotypes believed about other groups of people?

Do Now:



What is a story or issue
you feel needs to be
highlighted in the
media?

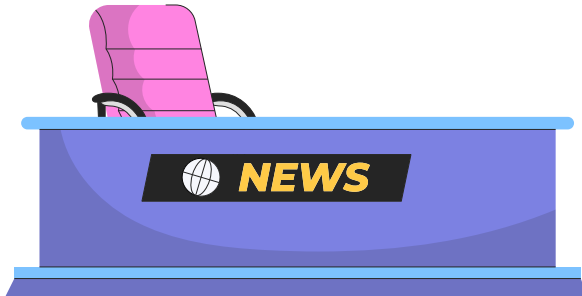
Text:

Instructions for the Oral History Project are detailed [here](#).
Instructions for the Podcast for the People Project are detailed [here](#).

Activity!

Now that you understand the types of projects we will do this unit- begin writing your interview questions for your oral history or pop culture podcast using this [document](#)!

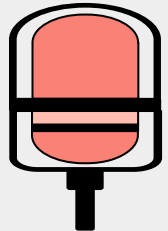
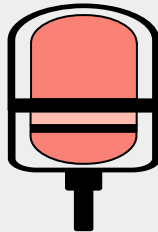
For more question examples, click [here](#)!





Exit Ticket:

Are you doing an oral history
or a pop culture analysis? And
why?



Do Now:

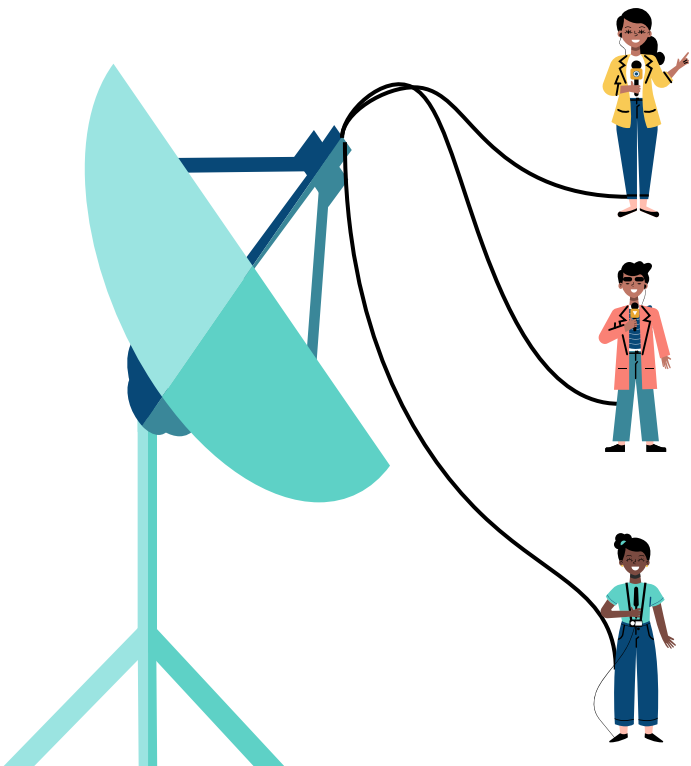
Who is a storyteller in your community you would like to interview?



Activity!

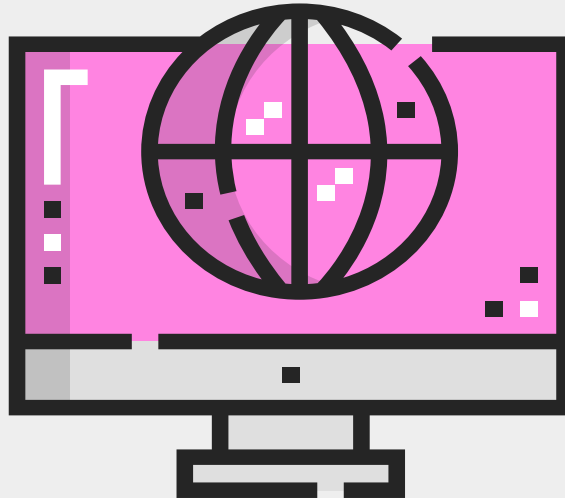
To begin your podcasting assignment, start [here](#).

To schedule your oral history interviews, start [here](#).



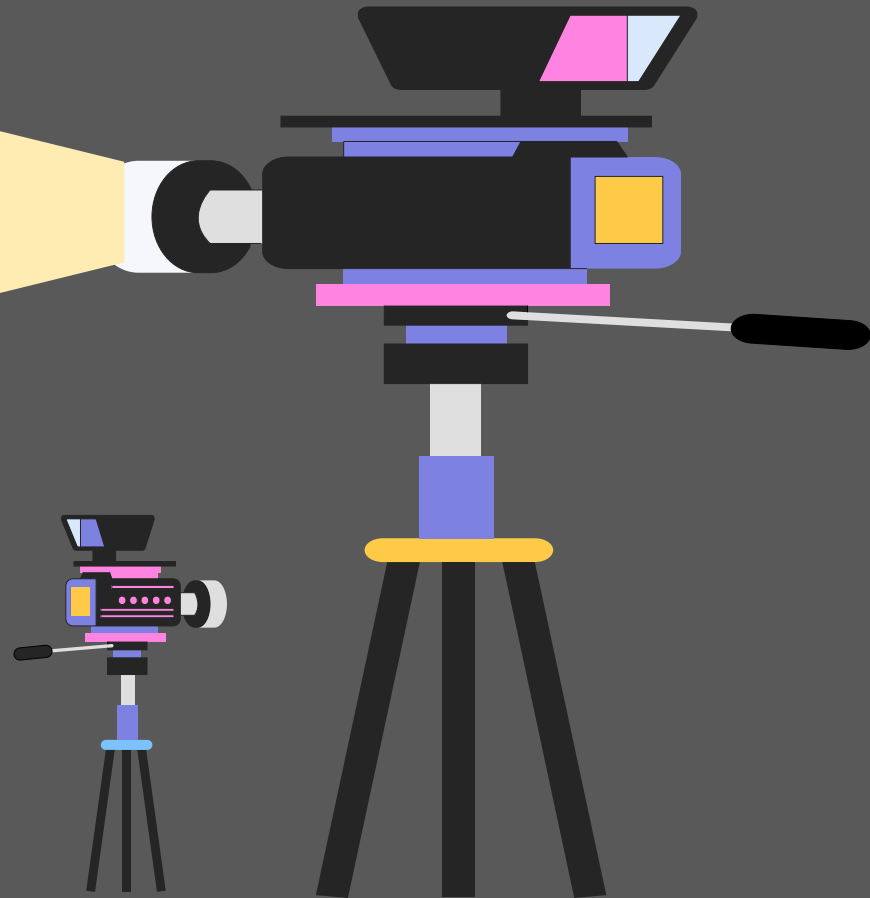
Exit Ticket:

Where do you think you will
need more support during this
project?



Do Now:

How would you like your story to be introduced?



Activity!



[Here](#) is the activity to help you write your podcast intro.

Examples of podcast intros are embedded in the activity.



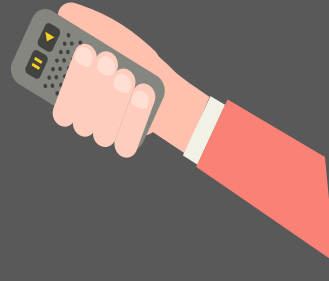
Exit Ticket:

What details in your intro make the listeners want to continue to listen?

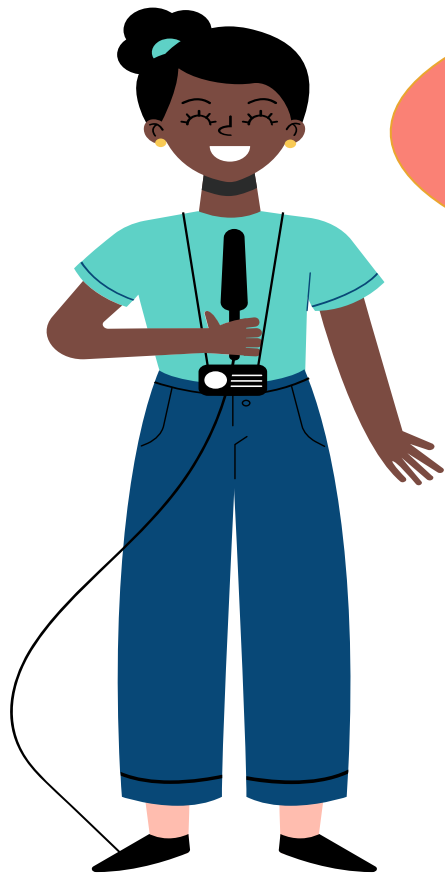
Do Now:

Listen to the student example below.
Answer the questions, what do you like
about this podcast, and what would
you change?

Student Podcast Examples



Activity!



Text:

Click here for [tutorial slides](#) on how to create a podcast using Soundtrap!

**Do your interviews
over the weekend!**

Activity!

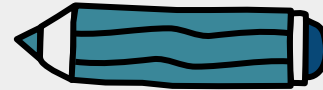
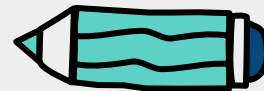
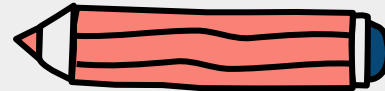
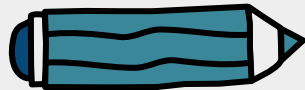
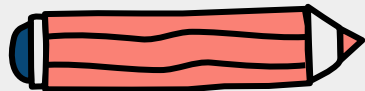
Familiarize yourself with Soundtrap and make an introductory podcast TODAY!

Click this icon for Soundtrap help throughout the project.

(→) Soundtrap

Exit Ticket:

What parts of Soundtrap do
you feel comfortable with?
What parts do you need more
support with?



Don't forget to do your
interviews this weekend!

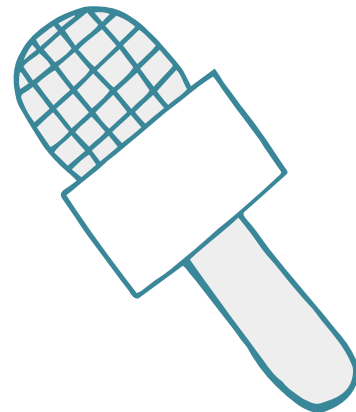
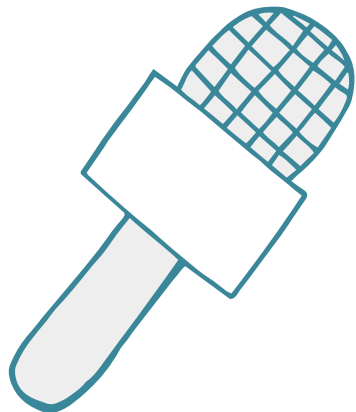
Do Now:

Listen to some [podcast examples](#) and answer the following questions:

1. Which opener was the most engaging to you?
2. Which opener would be the best model for your own interview?



Activity!



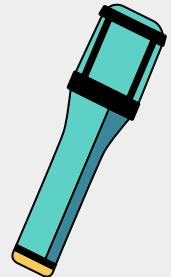
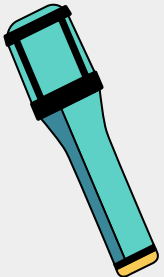
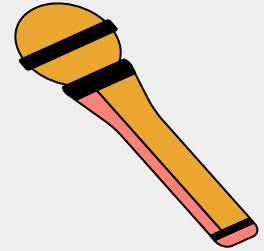
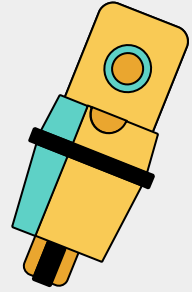
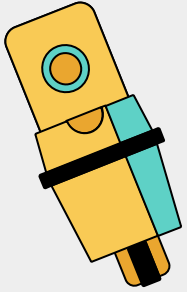
Record

the intro to your

podcast!!!!

Exit Ticket:

If you heard your intro would you listen to the rest? What can you edit to make it better when you have time?



Do Now:

What makes a part of a story or interview worth highlighting?



Do Now:



How do you plan
to introduce
your highlights?

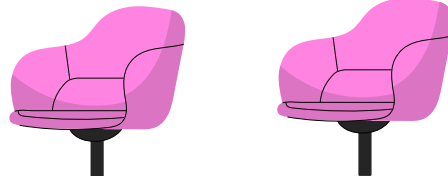
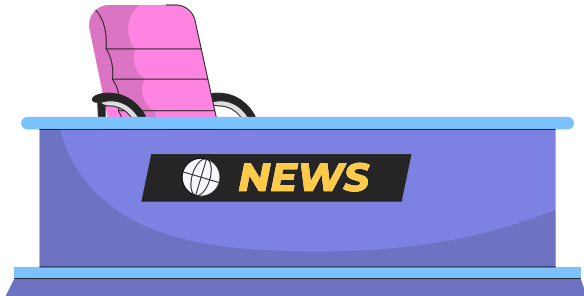
Activity!



Upload your entire interview
and then use the [podcast
planning sheet](#) to mark your
highlights!

Activity!

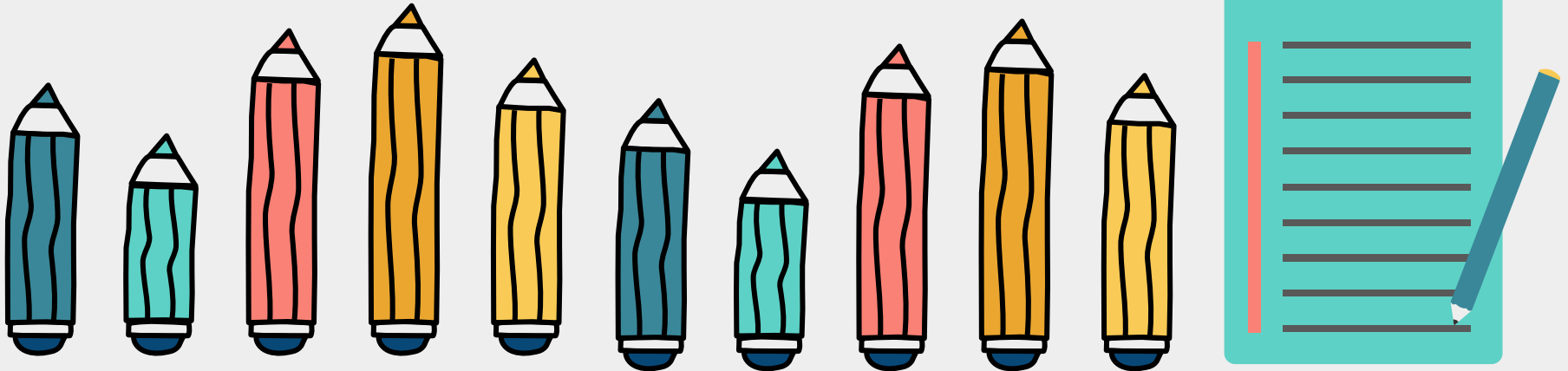
Record your
podcast!



(→) Soundtrap

Exit Ticket:

How do your highlights represent the overall meaning and purpose of your podcast?



Do Now:

When people are done listening to your interview or oral history, what do you want them to walk away with?



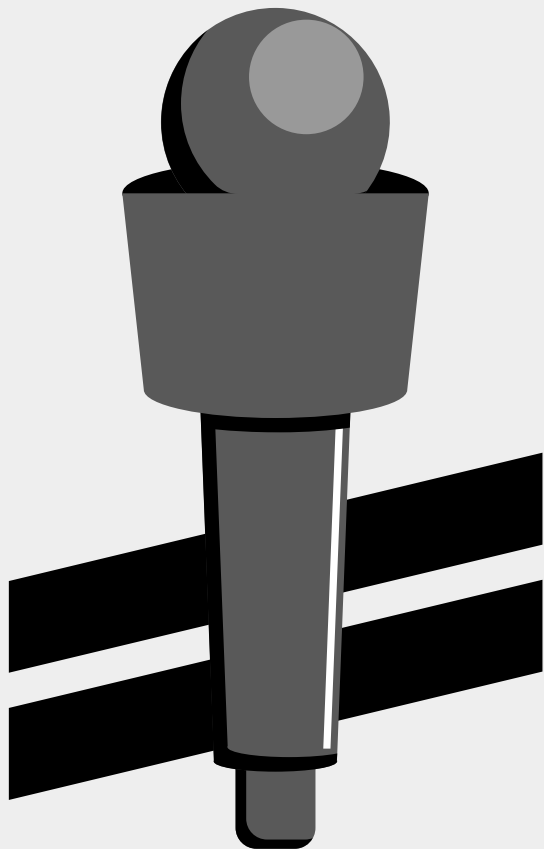


Activity!



Use [this sheet](#) to help
you write your own
podcast conclusion!





Exit Ticket:

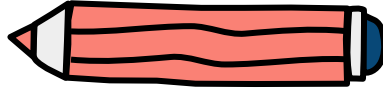
How does your podcast conclusion feel like a conclusion paragraph of an essay?

Do Now:

What tone and pacing would best represent the message you want to send with your conclusion?



Activity!



Record your podcast conclusion!

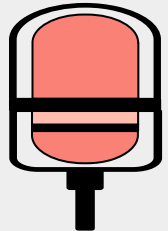
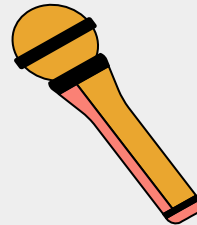
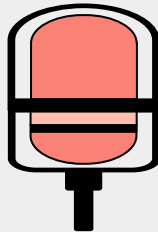


Exit Ticket:



In what ways does your intro and conclusion feel like bookends?

Do they compliment each other?



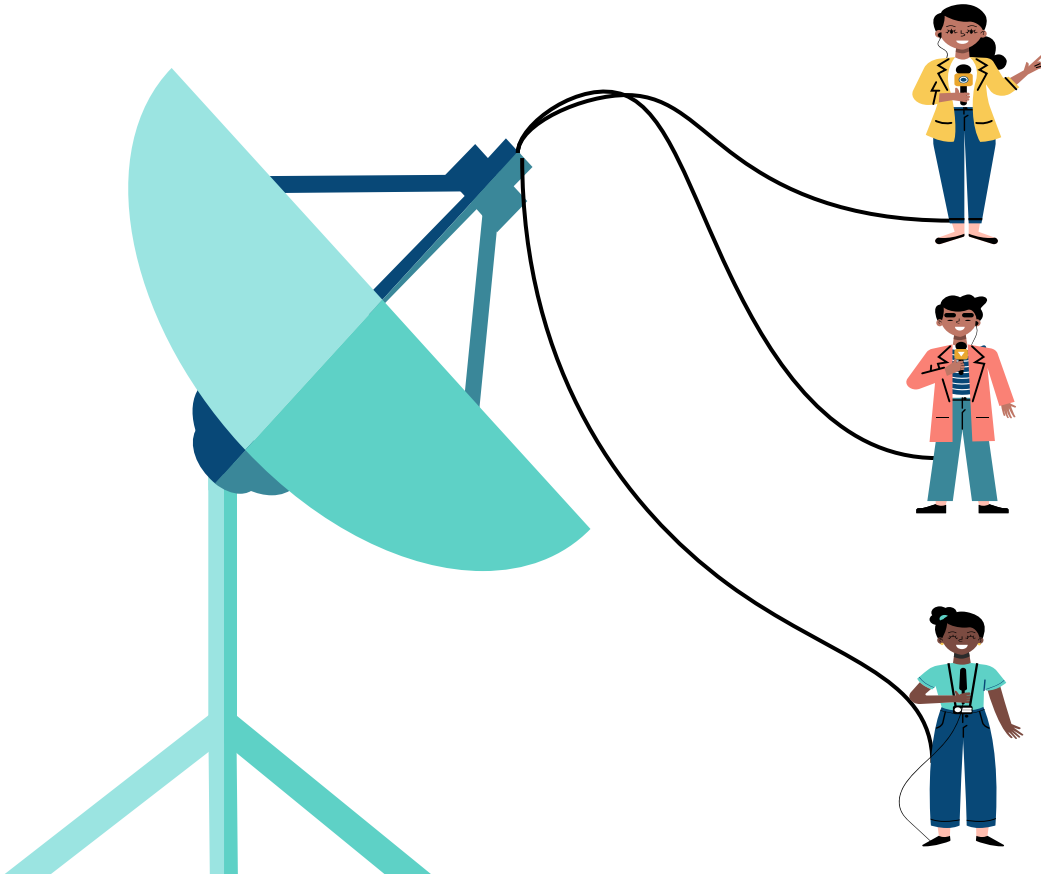
Do Now:

What can you do better with
in today's recording session?



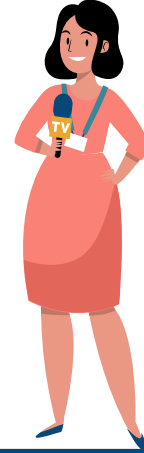
Activity!

Record your podcast!



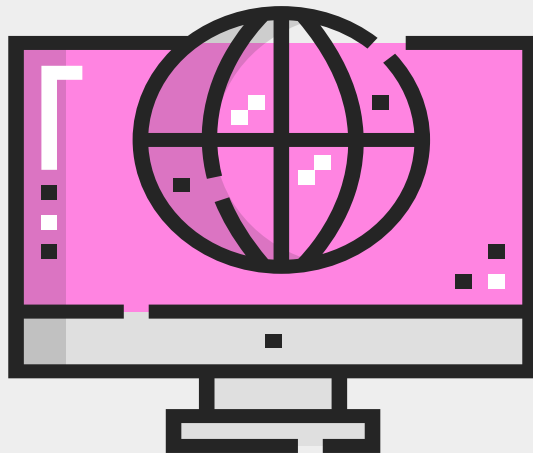
Checking in:

What was successful
about today's
recording session?



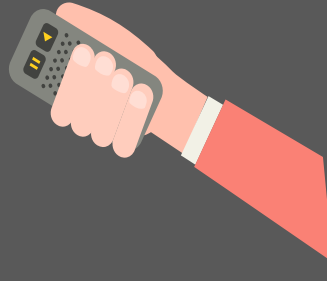
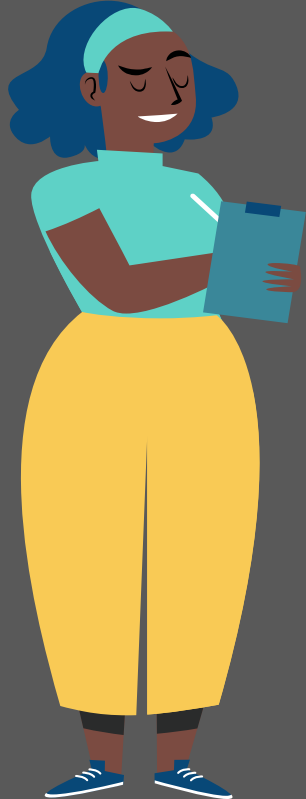
Exit Ticket:

At this point in the project, what makes your podcast similar to, and different from the podcast examples you like best?



Do Now:

If aliens found your podcast today, as is, what parts would they learn about humanity?



Activity!



Edit the podcast!



Exit Ticket:

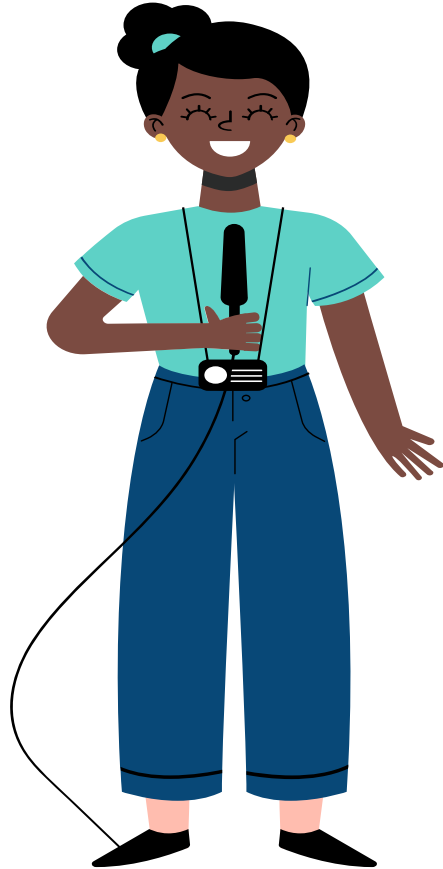
What part of your podcast are you most proud of?

Do Now:

What four images
would you say define
you as a person?

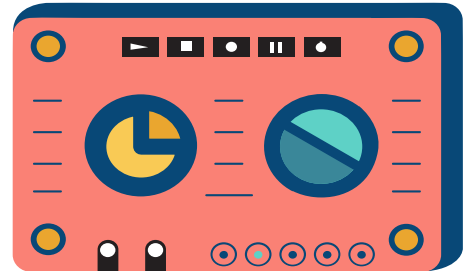


Activity!

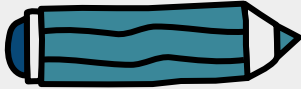
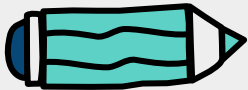
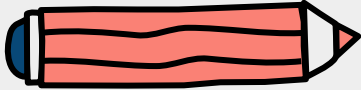
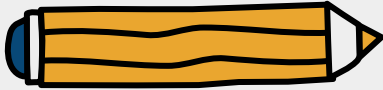
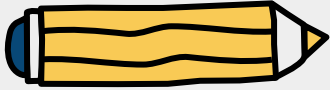


Show us one of the
images you chose in your
“Do Now” on Adobe
Spark!

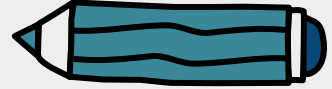
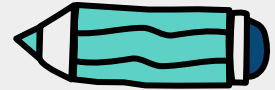
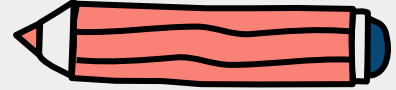
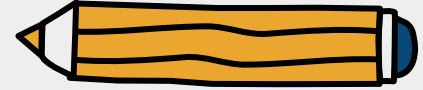
Use the Adobe Spark
Directions for assistance.



Exit Ticket:



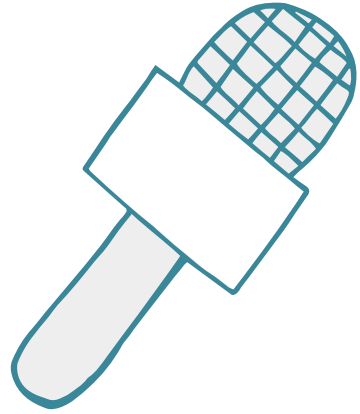
What is the
importance of
selecting
thoughtful
images?



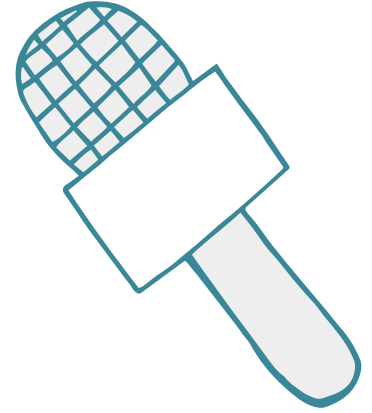
Do Now:

If you had to choose two images to reflect the meaning and purpose of your podcast, what would they be?





Activity!



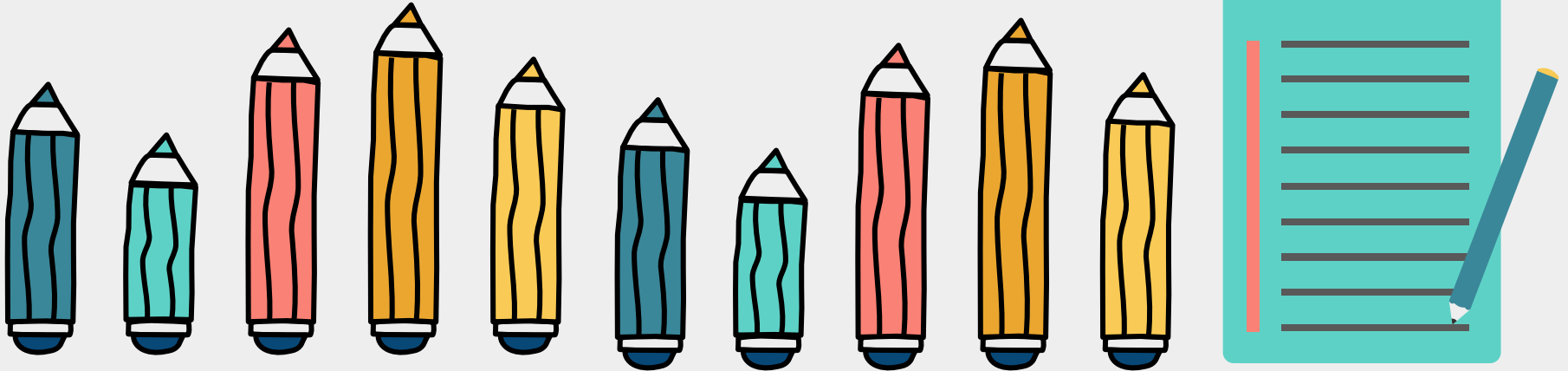
Use your ideas from you “do now” and create your cover art for your podcast!

If you need further assistance, refer to the guide:

[Adobe Spark Directions](#)

Exit Ticket:

What aspect of your podcast cover art do you hope draws listeners in?





The Listening Party

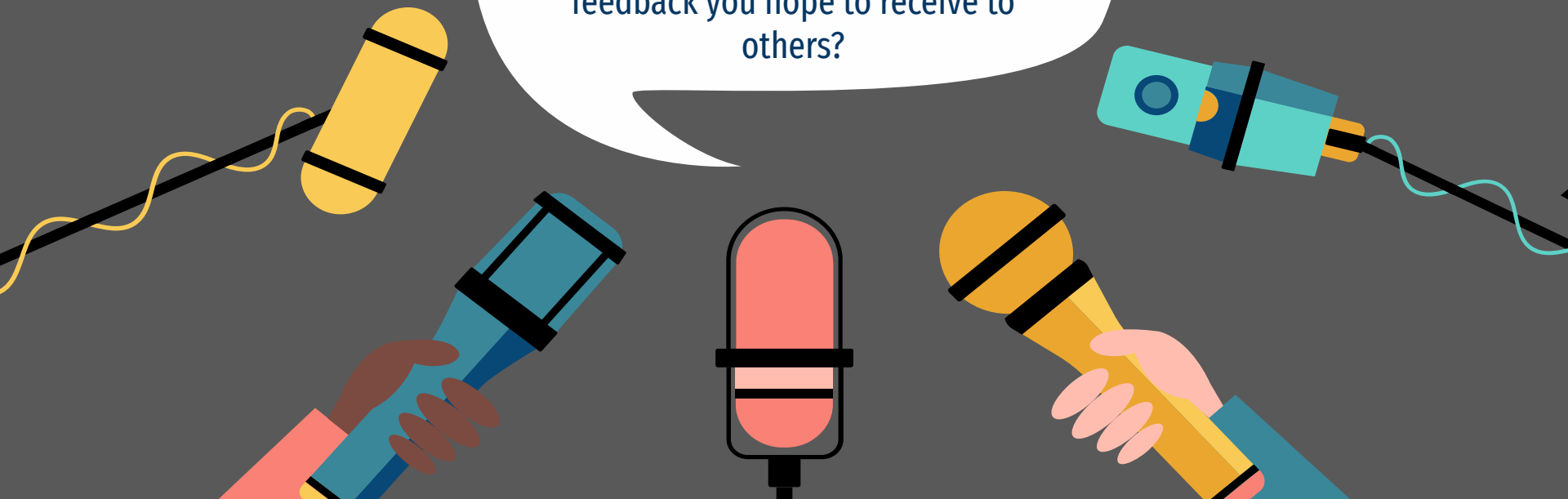
Day One



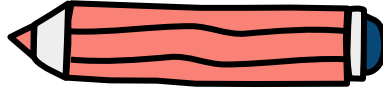
Do Now:

What kind of feedback do you hope to receive today?

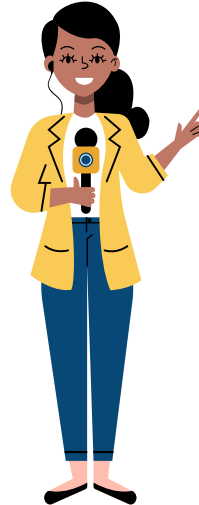
How can you offer the kind of feedback you hope to receive to others?



Activity!



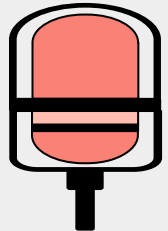
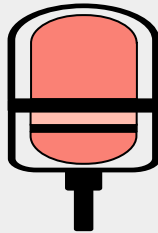
Welcome to the Podcast Listening Party! As you listen to the podcasts of your peers, use this [Listener Feedback form](#) to collect the thoughts and reflections of your listeners.



Exit Ticket:



What is one thing you have learned, or one new perspective gained, from listening to your peers' podcast?





The Listening Party

Day Two



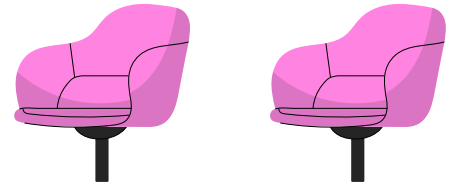
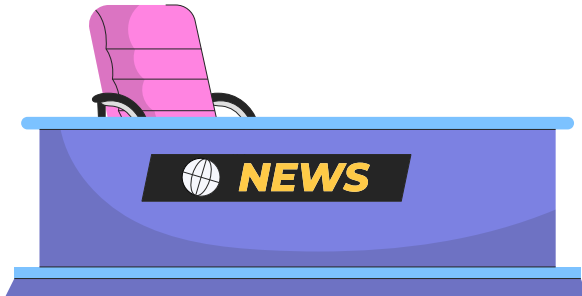
Do Now:



How do the podcasts you listen to give better, or different representation to different groups than what we see in mainstream media?

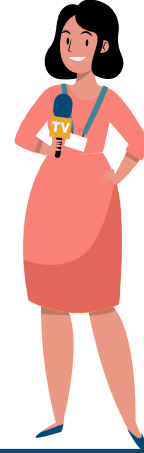
Activity!

Welcome back to the Podcast Listening Party! As you listen to the podcasts of your peers, continue to use your [Listener Feedback form](#) to collect the reflections of your listeners.



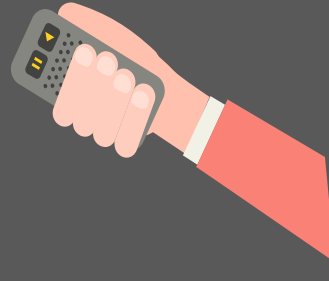
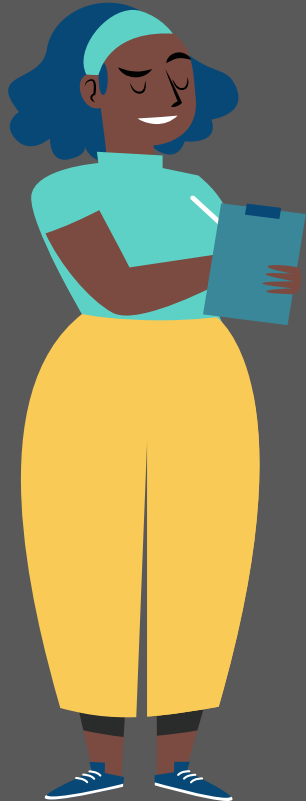
Exit Ticket:

What is one thing you
have learned, or one new
perspective gained, from
listening to your peers'
podcast?



Do Now:

What have you learned through
this podcasting experience with
your class?



Activity!



Use this Public Product Listening Party Individual Reflection sheet to document your experience with this project.

https://docs.google.com/document/d/14aChQnI_SNyhJtpYYY7qbIsnTn61kKA4vVRICIA0T54/edit?tab=t.0

Exit Ticket:



Moving forward,
how will you
continue to
share important
stories?