

MEDIA TIMELINE

Lesson Plan: Media Impact

Objective: Students will describe both positive and negative ways the media has impacted society's views of people with disabilities.

Materials: Media Impact Opinion Worksheet
Website pages



Vocabulary:	advocate	cerebral palsy	media blitz	muscular dystrophy
	asylum	eugenics	mental retardation	perception
	autistic savant	freaks	metaphor	polio
	celebrity endorsement	lunatic	moron	sterilization

New York State Learning Standards:

ELA Standard 1: Language for Information and Understanding
ELA Standard 4: Language for Social Interaction
SS Standard 1: History of the United States and New York
The Arts Standard 3; Responding to and Analyzing Works of Art
The Arts Standard 4: Understanding the Cultural Dimensions and Contributions of the Arts

Procedure:

1. The teacher should view the Media Timeline section of the Media wing of the website to gain background information.
2. Selections from the website may be viewed by the students online or copies of those pages may be printed for student use.
3. Discuss how society's thinking is generally impacted by the media. Include ideas about advertising, music, movies and so on. This discussion should include both positive and negative influences of the media.
4. Read and discuss the introduction to the Media timeline section.
5. Pair students and allow them to view the website or website pages to find examples of positive and negative influences on society's views of people with disabilities and complete the Media Impact Opinion Worksheet.
6. Join each pair with another pair to form a group of 4 and have them discuss the examples chosen.
7. Ask students for other examples of the positive influence of media and its impact on society's views of people with disabilities.
8. Remind the students that people who use the media to positively influence society's views of people with disabilities are called advocates.
9. Challenge each group of four to a contest to see which group can list the most examples of media advocates in 10 minutes. You may choose to allow use of the internet or print source to build the lists.
10. Students share their lists with the class.

Closure/Ticket out the door: What was one thing you learned about on the Museum of disABILITY website that surprised you?

For historical accuracy and to illustrate changing views of society, words and language used in different eras are part of the website and lessons. No offense is intended toward people with disabilities, their families or advocates.





Name: _____

Media Impact Opinion Worksheet

A. Study the examples of media from the years 1831 – 1953. Select 2 examples, one with a positive impact and one with a negative impact, and complete the following.

Positive Impact Example:

Describe, attach or draw the example chosen.

We believe the impact of this example is mostly positive because:

Negative Impact Example:

Describe, attach or draw the example chosen.

We believe the impact of this example is mostly negative because:

B. Next, study the examples of media from 1958 to the present. What happens to the themes during these years?

- Select 2 examples that you think had the most positive impact on society's views of people with disabilities. Give your reasons for these selections.

1) _____

2) _____

C. Your group's list: