Compare and Contrast Various Media Sources and Researching Distracted Driving

Grade Level: 7

Competency 2: Demonstrate the ability to obtain valid health information.

Competency 4: Analyze the influence of culture, media, technology, and other factors on health.

Objective: Students will realize the positive and negative influences of technology on health. Write informative texts to examine a topic and convey idea to audience.

Content Strand: PH and CH

Common Core:
7.RI.7 Compare and contrast a text to an audio, video, multimedia version of the text, analyzing each medium's portrayal of the subject.

7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

7.W.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Prerequisites: Students should be familiar with navigating around a website and be aware of how to utilize electronic textual aids (hyperlinks, audio playback, etc.).

Materials:
1. Computers with Internet access or student smart phones
   http://www.tagxedo.com/ to see an image example click on *'101 Ways to Use Tagxedo'.*
2. Smart-board and/or projector
3. You Tube Video: *One Call Can Change Everything* http://www.youtube.com/watch?v=UKCh4BHvXSQ
4. AT&T *Don't Text While Driving* Documentary Video http://www.youtube.com/watch?v=dht-Vy25jPs
5. Podcast/audio recorder http://vocaroo.com/
6. Microphone
7. Comic Maker: http://www.pixton.com/schools/overview (This site has a small fee for teachers to sign up and have their student use.)
   http://www.makebeliefscomix.com/Comix/ (This site is free but there are fewer choices/options.)
8. Printer
9. Interactive Graphic Organizer http://my.hrw.com/nsmedia/intgos/html/igo.htm

Anticipatory Set:
Teacher will create a 'bus image' word cloud using http://www.tagxedo.com/ that involves distracted driving. They will have it displayed on the projector as students enter. The student will have to answer the following questions:
1. What comes to mind as you read these words in the image?
2. What message is someone trying to convey to you?
3. What do you know about this message?
4. Using the Internet or already printed document from teacher, find 3 facts about this topic.

Description:
The teacher will have the students watch two different videos about distracted driving (being sure to choose two that present the material in different ways). Direct the student to compare and contrast, noting the similarities and differences on the interactive graphic organizer (comparison/contrast chart) at http://my.hrw.com/nsmedia/intgos/html/igo.htm

The teacher will begin leading the class in a discussion verbally or in a blog, covering at minimum these questions:

1. How has technology positively impacted society?
2. How has technology negatively impacted society?
3. What is distracted driving?
4. How do you think influences of culture have impacted distracted driving?
5. From the videos, what evidence supports your answers to question numbers **two** and **four?**
6. What is the main idea of each video?
7. How does the different delivery of each video affect the way it impacts the audience?
8. Which video do you think is more effective? Why?

Teacher will have the students share any ideas from their compare and contrast organizer with the class if something was not covered in the above discussion questions.

The teacher will break down the students into cooperative groups and introduce the project.

Each group will compose a question that will provide further valid research to prove the need for public and health regulation to control distracted driving incidents. They will gather facts from several digital media sources to generate advocacy to encourage teens to practice health-enhancing behaviors to reduce health risks.

Student may choose:

- To create a Public Service Announcement (PSA) and record it as a podcast in http://vocaroo.com/
- Write a skit and type it in a word processing program such as Microsoft Word.
- Create a cartoon using an online cartoon maker or on another computer program such as Photostory.
- Teacher-created idea for a project

Assessment: Teacher will provide students with a rubric with their requirements for the common core standards that will be assessed. **Use the rubric that is included below.**

Resources:
Website http://www.distraction.gov/content/get-the-facts/facts-and-statistics.html

PDF
http://www.nsc.org/safety_road/Distracted_Driving/Documents/Teens%20and%20Distracted%20Driving,%20Texting,%20talking%20and%20other%20uses%20of%20cell%20phone%20use%20behind%20the%20wheel.pdf

PDF
http://www.nsc.org/safety_road/Distracted_Driving/Documents/Cognitive%20Distraction%20White%20Paper.pdf

Criteria	3	2	1	0
Student's presentation mentions 5 facts that support position that distracted driving is dangerous.	5 facts	4 facts	3 facts	2 or fewer facts
Student proposes ways our culture can prevent distracted driving injuries.	Student discusses 3	Student discusses 2	Student discusses 1	Student does not discuss a way our culture can prevent distracted driving injuries.
Students worked cooperatively in group.	All the time – actively participating, on task, sharing ideas, listening to others	Sometimes	Rarely	Never
Organization of the student's presentation has a main idea and details that supported the main idea.	Very clear main idea with supporting details	Mostly clear main idea with a detail that was somewhat out of place.	Very hard to follow	No organization – could not follow.
Student cited various electronic sources.	Student cited 3 sources.	Student cited 2 sources.	Student cited 1 source.	Student did not cite a source.