

Media Analysis Lesson Plan
MAT Exemplary

Critical Analysis of Media Lesson

Context:

Subject/grade level: 11th grade English

Unit: How the concepts of morality and social ideological values intersect with human needs and desires- (introducing psychoanalytic criticism).

Time: 90 minutes.

Planning:

Purpose: The purpose of this lesson is to have students take their recently acquired knowledge of psychoanalytic criticism and apply it to a piece of media. By using a piece of **media**, students will see a clearer relationship between their own lives and psychoanalysis, particularly focusing on social values, self-preservation, and ideology.

Comment [J1]: Not following the cause and effect here. Why?

Objectives:

Students will:

- Analyze the episode of *House* using a psychoanalytic lens.
- Use graphic organizers to predict what will happen later in the episode as they are watching clips from *House*.
- Decide whether or not they agree with the decisions made in the episode of *House* and write about what they would have done in the situation, utilizing their knowledge of psychoanalytic criticism as their frontloading.

Materials: Clips from the television show *House* (season 6, episode 3); whiteboard; markers; graphic organizer to go along with clips from *House*; graphic organizer to incorporate psychoanalysis to clips from *House*.

Comment [J2]: See my comments about GO's in your short story plan.

Instructional Strategies: Brainstorming; peer partner learning; class discussion.

Learning Theories: Progressive and **functional**.

Comment [J3]: Critical?

Scaffolding/Student Engagement/Differentiated Instruction: The clips from the popular television show, *House* will engage students' **interest**. Students will also be interested because they will be given the opportunity to predict what is going to

Comment [J4]: Why?

happen, thus unleashing their creativity. My instruction will be differentiated by the use of graphic organizers and peer partner work.

Set Induction: Review definitions for 'id,' 'ego,' 'superego,' 'symbolic order,' and 'ideology.' Have them written on the board.

- "The *id* is devoted solely to the gratification of...desires of all kinds—desire for power, for sex, for amusement, for food—without an eye to consequences" (Tyson 25).

- The *superego* is "the social values and taboos that we internalize (consciously or unconsciously) and experience as our sense of right and wrong" (ibid 25).

- "The *ego*, or the conscious self that experiences the external world through the senses, plays referee between the *id* and *superego*" (ibid 25).

- "The *Symbolic Order* consists of society's ideologies: its beliefs, values, and biases...and it is our responses to our society's ideologies that make us who we are" (ibid 31).

- *Ideology* is a "false consciousness' (an inability to see real conditions because they are masked by false ideas)...a notion of how things *ought* to be" (Nealon & Giroux 83-4).

Teaching Activities:

- After the set induction, I will show one clip from *House*. This clip will depict the doctors, particularly Cameron, arguing about whether or not to treat a particular patient, due to the patient's role as dictator in a foreign nation.
- I will then distribute graphic organizers to the students. I will ask them to fill out the first section of the graphic organizer, which asks them to write about what they think the doctors will do next. (3-5 minutes).
- I will then play two more clips from the same episode of *House*. The first clip will show Dr. Chase talking with a man who is pleading him to not treat the dictator. The second clip will show the dictator telling Dr. Cameron to use a woman's plasma of his transfusion, and Dr. Cameron saying 'no.'
- I will then ask the students to fill out the next box on the graphic organizer, again predicting what they think will happen next, and why. (3-5 minutes).

Comment [J5]: Really? Who knew how powerful making predictions could be ☺. Seriously though...what's engaging about this?

Comment [J6]: You might have kids give examples of each too—this is pretty lofty language.

- I will then show two more clips from the same episode of *House*. The first depicts Cameron and Chase arguing about whether or not the dictator deserves to die. The second clip shows the dictator confronting Dr. Cameron about her wishes for his death, and then a fight between the dictator and Dr. Chase.
- I will then ask the students to fill out the next box on the graphic organizer, again predicting what they think will happen next, and why. (3-5 minutes).
- I will then show one final clip from the same episode of *House*. This clip depicts Dr. Forman confronting Dr. Chase about the death of the dictator.
- I will then ask the students to write, one final time, in the section of the graphic organizer entitled, "outcome." I will ask them to write about how they feel about the outcome, and whether or not they are surprised by it.
- I will then break students into groups of two. I will ask them to talk to their partners about what they have predicted will happen in each segment of the graphic organizer. They will compare their answers.
- I will then hand out another graphic organizer, which will have sections labeled 'id' (desire), 'superego' (social values/morality), and 'ego' (conscious mediator between the two) on it. Students will be asked to discuss with their partner which parts of the scenes they watched correlate to the sections on the graphic organizer.
- We will then discuss what the students have come up with as a class, making a list on the white board of the various aspects of the id, ego, and superego.
- I will then move the discussion to ideology. I will ask students what the ideology surrounding doctors and ethics is. I will ask them how they, and society feel doctors should behave, what their responsibilities are, and how they and society view people like the dictator. We will discuss these questions as a class.

Closure: I will talk about how we all make choices, and how they don't always have to fit within the constraints of the ideologies around us, using Dr. Chase's decision as an example.

Comment [J7]: Good. I like all these questions.

Comment [J8]: Nice application of the lens here.

Comment [J9]: Maybe ask kids to provide examples as well. Draw on their knowledge.

Assessment: Formative- class discussion, and homework assignment. (Students will write about what they would have done in the situation depicted in *House*, and why.

Standards:

RIPTS: 1.1; 2.3; 4.2; 8.4.

GLEs: W-10-2.3; W-10-3.2.

This lesson will help students apply the concepts of psychoanalytic criticism to something they are more familiar with, thus making an easier transition for them to use this critical lens in the analysis of literature. It is much needed practice, performed more easily due to the media involvement.

The piece of media being used in the lesson is from a popular television show. This will engage students' interest in the lesson. I will observe students as they work collaboratively, asking them to share their thoughts. This will make students feel as though they are appreciated as equals, and their opinions are worth listening to.

I will be showing multiple clips from the television show, *House*. This will be done through the computer and projector. This will engage students' interest in the topic, and bring them closer to the content. As students feel more comfortable and can relate better to popular television shows, as well as to film in general. By having a visual representation of the concepts I want my students to think about, it will make it easier for them to clearly see and understand these concepts. They will not have to imagine abstract concepts, but get to see examples visually for themselves.

Comment [J10]: This is what belongs in your engagement section, or something similar.

Comment [J11]: Exactly. Nicely done.