



Unit 6 — Media Literacy, Advanced

Track E · Klasse 11 · Niveau E (Basisfach / Leistungsfach)

Learning objectives

- *I can read a long-form journalistic piece and identify the writer's framing, sourcing pattern, and one disclosed limitation.*
- *I can use academic critique vocabulary (frame, framing effect, sourcing, attribution, anonymisation, conflict of interest).*
- *I can write a 300-word media-criticism essay.*

Lead-in

Maja read a 1,200-word piece by an English-language outlet on a contested local protest. She underlined the verbs of attribution. By the end she had counted: *said* 11 times, *insisted* 3, *claimed* 4, *denied* 1, *added* 2. She wrote in the margin: *verbs of attribution are votes*.

Vocabulary

- frame
- framing effect
- agenda-setting
- sourcing
- anonymous source
- on-the-record
- off-the-record
- attribution verb
- lede
- nut graf
- disclosure
- conflict of interest

Practise

- Rank attribution verbs by neutrality (most neutral first): *insisted, said, claimed, added, denied*.
- Match: lede → article opening; nut graf → core-argument paragraph; both-sidesing → false balance.
- Build 4 sentences using 4 advanced media-critique terms about a long-form article.

Your turn

Media-criticism essay, 300 words. Pick a long-form article. Identify framing, sourcing, attribution pattern, and one disclosed limitation. Use 5 advanced media-critique terms + 2 hedges.

Reflect

- I can identify framing, sourcing pattern, and one disclosed limitation.
- I can use 5 advanced media-critique terms.
- I can write a 300-word media-criticism essay.