9-8-2009

Getting the Message [7th grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Getting the Message

Grade Level: 7th Grade

Subject/Topic Area(s):   Advanced Contemporary Literacy

Designed By: Vanessa Sanchez

Time Frame: 3 weeks during the first nine weeks

School District: NEISD

School: Jackson Middle School

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Brief Summary of Unit (Including curricular context and unit goals):

This unit will serve as an introduction to Advanced Contemporary Literacy in the seventh grade. ACL is centered on the forms of media and media's purpose, message, and construction. Through the use of real world examples, students will begin to gain an understanding of media, what it represents and how they can interpret it beyond the surface.

Individual responsibility, group discussion, peer evaluation, and technology applications are built into this unit.

Unit: Getting the Message
Grade: 7th

Stage 1: Desired Results
Content Standards (TEKS)

ACL – 7th grade TEKS
 23 (D) evaluate how different media forms influence and inform
 24 (C) assess how language, medium, and presentation contribute to the message
 2 (E) compare his/her own perception of a spoken message with the perception of others
 8 (C) read for varied purposes
 11 (A) offer observations, connections, reactions, speculations, and questions in response to texts
Technology – TEKS
 (1) Foundations: F) perform basic software application functions
 (10) Communication: A) use productivity tools to create effective documents files for defined audiences
 (11) Communication: A) publish information in a variety of ways
 (12) Communication: B) determine and employ technical specifications to evaluate projects for design, content
 delivery, purpose and audience

Understandings

Students will understand that…
All media messages are constructed for specific audiences and purposes.
Media messages are constructed using a creative language with its own rules.
Different people experience the same media message differently.
Media have embedded values and points of view.
Most media messages are organized to gain profit and/or power.

Essential Questions

Who created the media message?
What techniques are used to attract my attention?
How might different people understand this message differently from me?
What lifestyles, values and points of view are represented in, or omitted from, the message?
Why is the message being sent?

Knowledge	**Skills**
Students will know…	*Students will be able to…*
- The overall purpose of ACL - Art/Visual Terms - Key terms for viewing media: *authorship, format, audience, content and purpose.* - All media messages are created for a specific purpose and audience.	- Identify and utilize the five key concepts and questions for media - Identify words from the glossary of art/visual terms - Assess and evaluate various forms of media in connection to the key concepts and essential questions (including purpose, target audience, motivation, etc.) - Contribute to discussions (pairs, groups, whole class) centered on specific examples in media

Stage 2: Assessment Evidence

Performance Task:

A major company has picked you to create a message and send it to two different audiences. Consider the audience you are creating the message for, what your message will convey and how you will get each audience's attention.

Other evidence:
ABC's of Media
Interactive Homework
T-Chart
Exit Slips
Quiz #1: Terms

Stage 3: Learning Activities

Day 1: *Remind the students that throughout the year, the focus on media will take us through different topics including language/speeches, decision making, conflict/change, and illusion/reality. Along the way, media formats will be studied and created.*
**Everything that can be seen, heard, and produced is a media message.
→ As a class we already discussed the following questions: what is media and what are types of media.
→Handout *Create a Message* (final project). Give students several minutes to look over the final project piece and answer any questions (*pay special attention to due dates). Also handout the blogging permission slip (due ASAP).
→ Handout the *ABC's of Media*. Students will have five minutes with a partner to create words or phrases they feel connect to media. At the end of that time, ask for several volunteers. *This can be done orally or you can create a list on the board or overhead for each class.
→Now that you have a list, split students into groups to discuss the following questions that are written in the powerpoint: is media positive or negative?, why are we surrounded by more media today than ever before?, where can we be free from media? (specific locations), should we ban media in certain places? **Allow 10 minutes for discussion.**
→Draw students back together and ask for a few volunteers. As the last question is answered, inform students of the attempt to remove corporate advertising from schools (including radio on buses and Channel One).
→ Homework: Begin working on *Create a Message*.

Day 2: *Chalk Talk:* As students walk in they will notice five pieces of butcher paper already displayed around the room. (*Consider moving into the hallway for additional room.) Each poster has a version of an essential question written on it.
   ** 1) Who creates media messages?
   ** 2) Specific techniques are used to attract your attention.
   ** 3) It is possible for two different people to understand one message completely different from the other person.
   ** 4) All messages show the current lifestyles and values of the time period it is created in.
   ** 5) Why are messages sent?
→Establish the rules for the Chalk Talk activity [no talking, provide a response to each poster with a complete thought, and respond to other's statements (at least once on each poster)]. Students will have most of the class period to respond to the posters and peer statements.
→Exit Slip: What was the most interesting response you read?
→ Interactive Homework: Choose an adult family member to work with. *Due on Day 3.

Day 3: On the board or in a powerpoint, display several responses from the exit slips.
→Question students: what are your thoughts on the questions/statements from yesterday?, what did you see yesterday that you agreed with? Disagreed with? Did you change your mind from our discussion on the first day?
→In ACL, it is important to keep these ideas in our head as we examine and produce media messages throughout the year.
→Discuss the responses to the interactive homework assignment.
→Project check in: Students will have time to work on the project in class, check in and receive a signature for completing step 1-2.

→Homework: Continue working on final project

Day 4: *Who created this message?* / **All media messages are 'constructed'**
→Define 'constructed'. Display the essential question and term 'authorship' on the board. In pairs, have students create a list of people/brands who create media messages. After 5-7 minutes, draw students back together and take a few examples from volunteers to create a whole-class list on the board.
→Consider for a few minutes the types of people or groups who have created media messages. Refer students back to the discussion of the types of media.
→On their own, students will consider a type of media and evaluate the person or persons responsible for creating the message (who is this person or persons?, why is this person or persons creating this message?) After allowing processing time, discuss the findings.
→Exit Slip: A) Who can create a message? B) Who do you believe should not be allowed to send messages and why?
→Homework: Continue working on final project

Buffer Day

Day 5: *What creative techniques are used to attract my attention?*/ **Media messages are constructed using a creative language with its own rules.**
→Discuss the exit slip from the day before.
→Students will watch a commercial without sound the first time. The second time, students will have the chance to listen to the commercial as they watch it. Discuss the differences, if any, in the students' perceptions of the commercial and product. What did they notice?
→Introduce the term 'format' on the board in connection to the essential question.
→As a whole class, create a list of elements within any advertisement (sound, color, space, etc.).
→After the list is created, provide students with a copy of the *Glossary of art/visual terms*. These terms are essential in understanding all forms of media as it refers to layout, use of camera techniques, use of color, size, shape, etc. Discuss with the students any differences between the two lists. Ask students: do we have any concrete examples of the various elements?
→At this point, bring in examples of advertisements found in magazines that differ in layout, the use of negative/positive space, color, etc. Also provide students with sample figures of the amount of money used to create a media message and the hours involved.
→Homework: Watch a ½ hour of TV with a family member and complete the handout provided in class.

Buffer Day

Day 6: *How might different people understand this message differently than me?* / **Different people experience the same media message differently.**
→Reflect on the homework assignment in pairs or groups and use *Think-Pair-Share-Ink*.
→Introduce the term 'audience' in connection to the essential question. Questions for discussion: what does 'audience' mean?, when are we part of an audience (examples), are there different types of audiences?, and how do companies know what each audience likes?
→Divide students into four-six groups, depending on the size, and provide each with an envelope. Each envelope will have strips of paper. Each type of audience is a different color. The envelope will have four different audiences (children, teens, older generation, young moms) and at least four different advertisements or media messages (so that each audience type has at least one example). Students will place each ad with the appropriate audience and also provide a written explanation for the placement of each advertisement. Students must also include a list of the art/visual elements found in the ads.
→Final Project: Students will have time to work on the final project and receive a signature for completing step 3.

→Exit Slip: 3 -2-1 (3 things you found interesting, 2 things that are important to remember, 1 question you still have)
→Homework: Continue working on final project.

Day 7: Discuss the exit slip from the day before. Hand back the exit slips and allow the students room/time to pair or group up to share what they wrote.
***What values, lifestyles and points of view are represented in, or omitted from, this message? /* Media have embedded values and points of view.**
→We have already discussed art/visual elements, authorship, and audience. Ask students: what else can be part of a media message? Wait for responses and then move on.
 →Introduce the term 'content' and as a class define values, lifestyle and review perspective, or 'point of view'. Other than a pretty cool picture with art elements, these things (values, lifestyles and perspectives) are represented in media messages.
→Show an example of an ad from a teen magazine and an ad from a family magazine. What values are shown in the different images? *Students will work on a T-chart to compare the two ads first and then share with the whole class.
→To give more examples provide examples of old advertisements depicting families and the simple life next to examples of current advertisements. What differences do the students see? Why do you think there is a difference between then and now? *Values and lifestyles have changed over time. **Students will also complete a 2nd T-Chart.
→Questions to answer/discuss: How can two different perspectives be shown in the same message? Have we seen examples of this?
→Closing remarks: Every message has an author and every author has his/her own perspective.
→Homework: Continue working on final project

Day 8: ***Why is the message being sent? /* Most media messages are organized to gain profit and/or power.**
→Introduce the term 'purpose'. Refer back to the *Chalk Talk* activity: why do the students believe media messages are sent? What are the most common reasons? Define the best reasons for sending a message.
→When we add everything together, each message has a purpose and a reason for being created, edited and eventually sent to audiences.
→In pairs, students will create a list of the top 10 messages they have encountered in life.
→Each class will work together to create a class list.
→Final Project: Students will have time to work on step 4. Students will also receive a signature for completing step 4.

Day 9: Quiz on Art/Visual Terms
→After the quiz, students will continue working on the final project and receive a signature for step 5 (at least one picture must be nearly completed)
→Homework: Continue working on final project.

Day 10: Students will have this day in class to work on the final project. By the end of class, students will receive a signature for completing step 5. All students will be given white copy paper to create the final product.

Day 11:
→ Students will turn in the final project.
→ Volunteers will 'post' the advertisements around the room. As this is happening, other students will receive post-it notes, write positive comments and post them.
→Once all of the advertisements are posted around the room, or in the hallway, students will take time to review each ad and place a post-it. Each post-it must state the perceived message and audience.

Day 12: Students will meet in the computer lab and respond to a blog (students will refer to the blog permission slip for requirements). The blog prompt will be: Which advertisements stood out to you? Describe the advertisement you felt effectively "sent" a message to the intended audience.

Day 13: Meet in the computer lab again. Respond the reflective prompt for the whole unit.
Prompt: What has this experience helped you understand?
→Debrief the last few weeks and the information from the blog.

Name _____ Period ____   Date _____

Create the Message

A major company/organization (such as Pepsi, Coca-Cola, Nike, etc.), has picked you to create a message and send it to two different audiences. Consider the audience you are creating the message for, what your message will convey and how you will get each audience's attention.

*Use the table below as a guideline. You will meet with Ms. Sanchez along the way to check in and receive a signature.

Step	What is it?	Due Date	Teacher
One	Who is your company/organization? _____	Day 3	
Two	Decide on your audiences. Consider: teens, young children, families, older adults, for specific hobbies, etc. Audience 1: _____ & Audience 2: _____	Day 3	
Three	What is your message? Consider: who is this company? What do people think about this company?	Day 6	
Four	*Explanation*: Why do you want to send this message? Why does your company need this message sent? (In complete sentences!)	Day 8	
Five	Sketch your messages on notebook paper. Consider: how will it be different for each audience?	Day 9	
Six	Create your messages on two separate papers. One side will contain your advertisement and the other will be your message and the list of the art/visual elements you incorporated into your message.	Day 11	

Project Rubric
Follow this guide!

Category	4	3	2	1
Product *50 points*	Student creates two original, accurate and interesting products that adequately convey the message and audience.	Student creates two accurate products that adequately convey the message and audience.	Student creates only 1 accurate product but it adequately conveys the message and audience.	Student creates a product(s) but the message and audience are vague and unclear.
Art/Visual Elements *20 points*	Student accurately utilized 7 or more art/visual elements in constructing the two products.	Student adequately utilized 6 art/visual elements in constructing the two products.	Student adequately utilized 3-5 art/visual elements in constructing the two products.	Student adequately utilized 1-2 art/visual elements in constructing the two products.
Explanation *15 points*	• Well-written • Organized • Grammatically correct	• Well-written • Lacks some organization • Few grammatical errors	• Writing skills developing • Lacks organization • Grammatical errors through out	• Poorly written • Lacks organization • Grammatical errors ruin the message
Create the Message Handout *10 points*	The products accurately match the answers provided on the handout in a new and insightful way.	The products adequately match the answers provided on the handout.	The products somewhat match the handout.	The handout is incomplete. The products do not adequately match the answers provided on the handout.
Peer Understanding *5 points*	95% understood the message and intended audiences.	80% understood the message and intended audiences.	70% understood the message and intended audiences.	50% or below understood the message and intended audiences.

Ms. Sanchez

Blogging and Internet Access

The goal for this class project is to make the students better media critics who can express themselves and communicate more effectively. We are going to accomplish this goal by not only having the students write exit slips in class, but we will also be using technology to create online journals/blogs where the students will respond to a prompt and then interact with each other.

What is a Blog?
A blog is an online journal that other people can read and respond to.

Student Expectations
Students are expected to read the given prompt, read Ms. Sanchez' blog, and respond. They are to write ½ a page, type it in Microsoft Word, and then copy and paste it into the classroom blog.

Private Information
While students will be posting their work online, students will not post their work under their real names. Students will create usernames and will use the school information for their address and phone number when setting up their profiles. I will closely monitor what students write and post to ensure that they do not share any private information.

Classroom Blog
If you are interested in checking out the class blog, you can go to www.nicenet.org. Once you are at the website, you can join the class and view the blog. For __ period, the class is called "_____" with a password/class number of _____; for ___ period, the class is called "_____" with a password/class number of _____.

Also if you would like to know more about blogging you can visit/view the following two videos:
"Blogging: A Bigger Picture"
http://www.teachertube.com/viewVideo.php?video_id=39881&title=Blogging_A_Bigger_Picture
"Why Let Our Students Blog?"
http://www.teachertube.com/viewVideo.php?video_id=8704&title=Why_Let_Students_Blog___Version_1_5_

Contact Information

- Email—vsanch@neisd.net

- Phone Number—(210) 442-0550; please leave a message.

- Conference Time—___ period (Time)

Please cut on the dotted line, fill out information, and return this portion to Ms. Sanchez.

Blogging and Internet Permission:

- Student Name: _____

- Parent/Guardian Name: _____

    o Email address: _____

- Parent/Guardian Name: _____

    o Email address: _____

- Do you consent to allow your child to use the Internet at school for educational purposes? YES / NO

- Do you consent to allow your child to post blogs on a protected website? (Students will not post under their real names and will not use any personal information, such as phone number and address.) YES / NO

_____   _____
Parent/Guardian Signature   Student Signature

The ABC's of Media

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

Name _____   Period ____   Date _____

Media

Objective: Discuss aspects of media in our world today with a family partner.

Materials: Pen/pencil and this worksheet

Procedures: Follow the directions to each piece and answer all questions (front and back) in complete sentences.

Who is your family partner (name/relation)?

_____

Part A: Answer these questions on your own before you sit down with your family partner. Please provide complete explanations.

    A. What kind of media do you see on your way to school?

    B. Do you believe media should be better controlled?

    C. How can media change in the future?

Part B: Ask your family partner the following questions and discuss his/her answers. Please provide complete explanations.

    A. Should we limit media? (hours we are exposed to it, where media can be placed, etc.)

    B. Have you seen a difference in all types of media in your lifetime?

C. If you were in charge of all media, what would you change and why?

Discussion: Discuss with your family partner the significance of media in our lives today. Compare how you both feel about media. Use the space below to write down what you have discussed.

Home to School Communication:

Dear Family Partner:
Please give me your reactions to your student's work on this activity. Write YES or NO for each statement.

_____1. My student understood the homework and was able to discuss it.

_____2. My student and I enjoyed the activity.

_____3. This assignment helped me know what my student is learning in ACL.

Other Comments:
_____
_____
_____

Family Partner Signature: _____

Name _____   Period ____   Date _____

Commercials on TV

Assignment: Watch a ½ hour program with a family member and pay strict attention to the commercials.

Time: _____   Show: _____   Station:_____

#	Type of Commercial	Intended Audience	Techniques Used to Gain/Hold Attention	Did it work? Why or why not?
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Glossary of Art/Visual Terms
Texas Center for Reading and Language Arts

Advertise: Call attention to something by emphasizing qualities to influence an audience.

Animation: Cartoon-like movies with separate pictures drawn by artists.

Balance: A planned arrangement in which the parts appear equally important.

Center of Interest: The main thing noticed

Cold Colors: Such as dark blue, green, purple – which evoke harsh images.

Color: A phenomenon of light that may be described in terms of hue and lightness for light sources

Complementary Colors: Colors that are opposite each other on the color wheel

Contour: The outer edge of a shape

Cool Colors: Such as light blue or green – which suggest calm, serenity

Cut-Away Illustration: A detailed drawing that shows how the parts of an object fit together.

Design: A plan for arranging parts or elements of a piece.

Elements of Design: Parts of a visual piece that are planned by the artist including line, color, shape, space, texture, value.

Graphic Design: The planned lettering and artwork for posters, books and other materials.

Hot Colors: Such as reds, bright yellow, orange – which symbolize power and are attention-getting.

Hue: The name for a color.

Impact: The effect of a message.

Layout: A detailed plan for viewing.

Logo: A visual symbol for a club, group or business.

Monochromatic: The use of several values of one color (pink, red and maroon)

Negative space or shape: A space or shape which surrounds a line or shape.

Neutral Colors: Such as black, white, gray and brown.

Pattern: Lines, colors or shapes that are repeated in a planned way.

Pose: A specific or special way to sit or stand.

Primary Colors: The colors from which all other colors can be made: red, blue and yellow.

Principles of Design: Guides to plan relationships among visual elements in a visual piece: balance, patter, proportion, rhythm, unity and variety.

Proportion: The size, amount, or location of something as compared to something else.

Recede: To appear as if moving away from the viewer.

Rhythm: Repeated visual elements that remind you of rhythms in music.

Secondary Colors: Colors produced by mixing two primary colors: violet, orange, and green.

Shade: Adding black to a color to form a darker color or hue.

Shadow: A darkened area with little light.

Stipple: Small dots used to create a fine texture.

Symbol: Lines, colors, shapes, or words with a special meaning.

Texture: The way an object feels or looks like it feels when it is touched.

Tint: A color mixed with white, creating a light value (pink is a tint of red)

Translucent: A surface that allows light to pass through yet does not allow for clear viewing.

Transparent: A see-through surface.

Unity: The quality of having all the elements of a visual piece look as if they belong together.

View: Parts of a scene or object seen from a certain position.

Warm Colors: Colors, such as varieties of yellow, orange, and red, which remind people of warm things.

Bonus: Find an advertisement or two that you feel displays several elements.

Name _____   Period ____   Date _____

Comparing an Ad for Two Different Audiences

Teen Ad	Family Ad

What do you think of the differences you observed?

Why does a different audience require a different advertisement?

Name _____   Period ____   Date _____

Comparing an Ad for Two Different Audiences

Historical Ad	Modern Ad

Why is there a difference between the two advertisements?
- Think past the digital/technology part of this question.

Name _____   Period ____   Date _____

Terms Quiz

1. _____: call attention to something by emphasizing qualities to influence an audience.

2. T / F   Unity is the quality of having all the elements of a visual piece look as if they belong together.

3. _____: To appear as if moving away from the viewer

4. T / F   Negative space is a bad thing to have in an advertisement.

5. What is proportion?

6. T / F   The center of interest must be placed in the center of a media message.

7. Every company or brand has a _____ .

8. _____: the effect of a message.

9. What is a layout?

10. Use the advertisement included below for the following questions.

    A. List of Elements

    B. What do you see?

    C. What is the message?